AL.2.2003-229
c.2
University of Alberta Library
0 1620 3681898 5

Career & Technology Studies

Child Development
CMH 1050

Learning Technologies Branch

Alberta LEARNING

Child Development
CMH 1050

Learning
Technologies
Branch

Alberta
LEARNING

Community Health 1050
Child Development
Student Module Booklet
Learning Technologies Branch
ISBN 0-7741-1836-9

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Student Module Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	

You may find the following Internet sites useful:

- Alberta Learning, **http://www.learning.gov.ab.ca**
- Learning Technologies Branch, **http://www.learning.gov.ab.ca/ltb**
- Learning Resources Centre, **http://www.lrc.learning.gov.ab.ca**

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

ALL RIGHTS RESERVED

Copyright © 2002, the Crown in Right of Alberta, as represented by the Minister of Learning, Alberta Learning, 10155 – 102 Street, Edmonton, Alberta T5J 4L5. All rights reserved. Additional copies may be obtained from the Learning Resources Centre.

No part of this courseware may be reproduced in any form, including photocopying (unless otherwise indicated), without the written permission of Alberta Learning.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Learning so that appropriate corrective action can be taken.

IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.

UNIVERSITY LIBRARY
UNIVERSITY OF ALBERTA

Welcome!

Welcome to CMH 1050.

We hope you'll enjoy your study of *Child Development*.

CTS strands were designed to stand alone or be integrated with other strands for a customized course of studies to meet student needs. Through each strand, CTS basic competencies (knowledge, skills, and attitudes) will be identified as follows:

Careers: Identify appropriate career linkages within the strand being studied.

Communication: Effectively present concise written, visual, and oral communications.

Ethics: Make judgements about whether behaviour is right or wrong on personal, community, and global levels.

Innovation: Recognize opportunities and problems, and identify and suggest new ideas.

Safety: Assess potential risks, and follow personal and environmental safety procedures.

Task Management: Demonstrate an ability to locate and use resources and an ability to use time effectively.

Teamwork: Work towards goals co-operatively, collaboratively, or independently, and acknowledge the opinions of others.

Technology: Effectively use technology when required.

These basic competencies build daily living skills useful in a broad range of future endeavours and careers.

The eight icons that appear here indicate to students and learning facilitators that a basic competency has been identified in the activity offered to the students. Not all of the icons appear in each course.

Resources

Mandatory Resources

In order to complete Community Health 1050, you'll need the following resources:

- a notebook or binder in which to respond to questions asked in this Student Module Booklet
- your local library

The course also offers some suggestions for optional Internet investigations, so if you have access to a computer linked to the Internet, so much the better.

Note that you will be asked as part of this course to do outside research and to contact people in your community who are involved in child-focused community resources.

Visual Cues

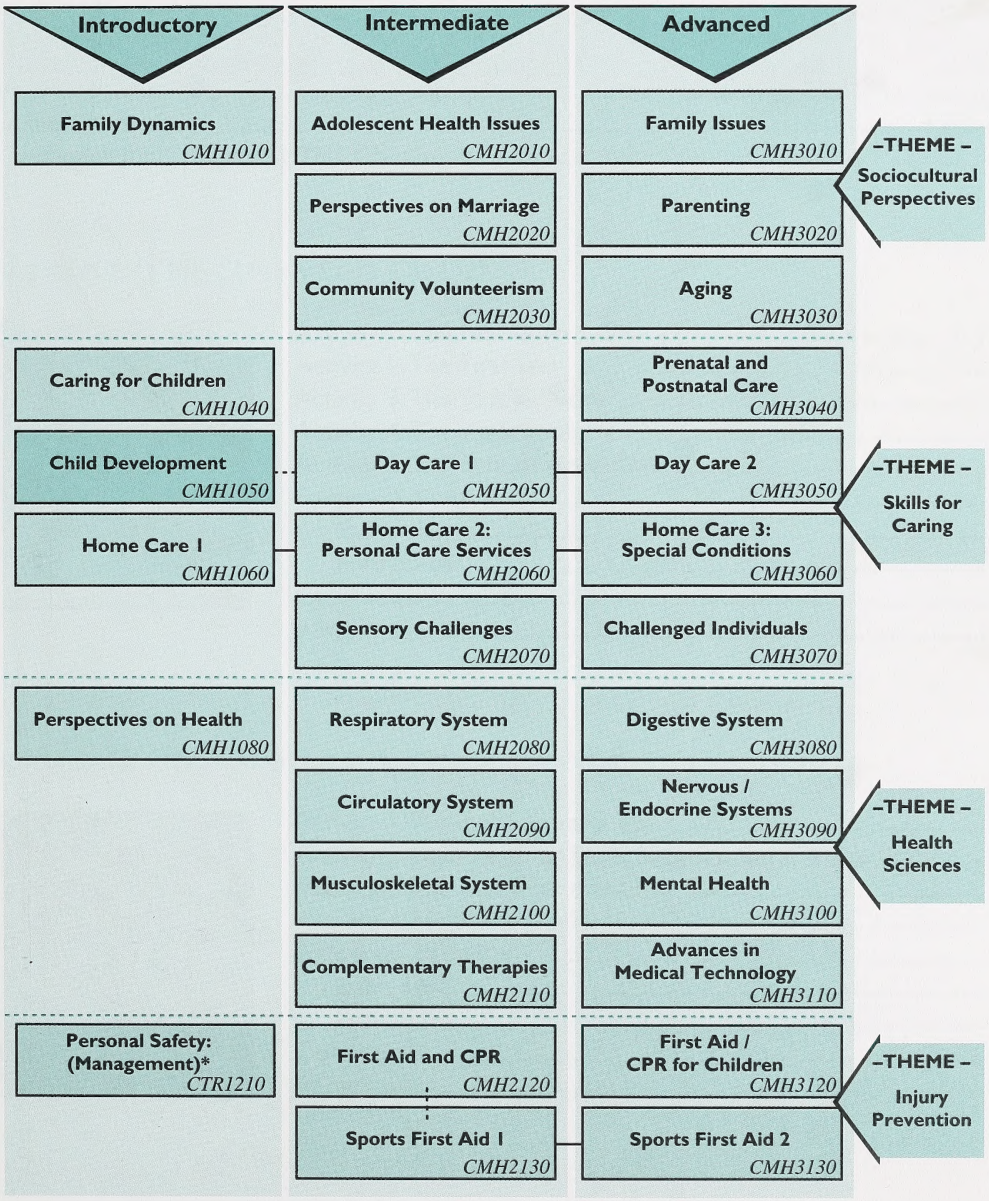
In addition to the Career and Technology Studies basic competencies icons described earlier, you may find visual cues throughout the Student Module Booklet to assist you in your studies. Read the following explanations to discover what each icon prompts you to do.

Access the Internet if you have that capability.

Remember that any Internet website address given in this course is subject to change.

Community Health

O • V • E • R • V • I • E • W



— Prerequisite --- Recommended sequence
* Course is also offered in Career Transitions

Some of these courses may not yet be in a distance learning format.

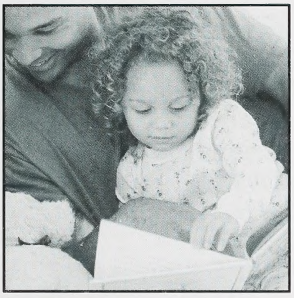
Digitized by the Internet Archive
in 2016 with funding from
University of Alberta Libraries

https://archive.org/details/childdevelopment00albe

C • O • N • T • E • N • T • S

Overview 1
Assessment 2
Strategies for Completing This Course 2

Section 1: The Growing Child

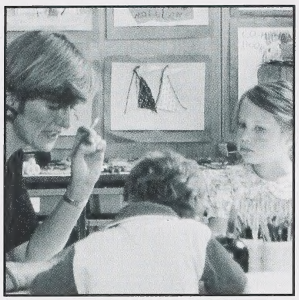


Activity 1: The Newborn 4
Activity 2: The First Year 10
Activity 3: The Toddler Years 26
Activity 4: The Preschooler 35
Activity 5: The School-Aged Child 42
Follow-up Activities 49
Extra Help 49
Enrichment 52
Conclusion 54
Assignment 54

Section 2: Children and Their Needs

Activity 1: What the Experts Say 56
Activity 2: The Need for Love, Security, and Communication 66
Activity 3: The Need for a Healthy Diet 75
Activity 4: Health and Safety for Children 89
Follow-up Activities 100
Extra Help 100
Enrichment 102
Conclusion 106
Assignment 106

Section 3: Community Support and Resources



Activity 1: Identifying Community Resources 108
Activity 2: Working with Children 122
Follow-up Activities 131
- Extra Help 131
- Enrichment 136

Conclusion 139
Assignment 139

Summary

Final Course Assignment 140

Appendix

Glossary 142
Suggested Answers 143
Image Credits 176

Child Development

O • V • E • R • V • I • E • W

When you think back to your childhood, what do you remember? Some people have many vivid recollections from very early years, while others have only vague memories or clearly recall only a few isolated instances. However well you remember your own childhood, chances are that you recall it as a time of wonder and curiosity—and also a time when you relied heavily on other people for nourishment, security, and love.

The fact that you've chosen a course in child development shows that you have an interest in learning about children and how they grow. Perhaps this is simply a natural interest prompted by the pleasure you take in being around children and caring for them. Perhaps you've selected this course so that you'll be better prepared to look after your own children someday. Maybe you're thinking of a career in child care. Whatever your reasons, the knowledge you'll gain of a child's changing needs and stages of development should help prepare you for caring for children now and in the future.

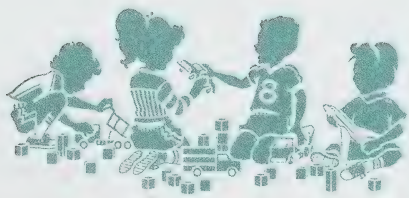
In this course, you'll examine the physical, mental, and social stages of a child's development. You'll be introduced to a few theories of child researchers, you'll analyse the needs of young children, and you'll learn caregiving skills applicable to each developmental stage. Finally, you'll look into the child-focused resources offered by your community and do a bit of research into possible careers in this area.

Child Development

Section 1: The Growing Child

Section 2: Children and Their Needs

Section 3: Community Support and Resources



Assessment

The document you are presently reading is called a Student Module Booklet. It will show you, step by step, what to do and how to do it.

This course, Child Development, is worth one credit. The course is comprised of three sections. Within each section, your work is grouped into activities. Within the activities, there are readings, explanations, and questions for you to work through. You will correct these activities yourself using the Appendix at the end of this Student Module Booklet. These suggested answers will provide you with immediate feedback on your progress.

A portion of your grade in this course will be based on the assignments that you complete for assessment. There is one assignment after each section. The mark distribution is as follows:

Section 1 Assignment	**30 marks**
Section 2 Assignment	**26 marks**
Section 3 Assignment	**30 marks**
Final Course Assignment	**14 marks**
TOTAL	**100 marks**

CTS courses are competency based, which means that you must successfully complete each section to receive credit for the course.

In addition, you might also be required to complete a final test. The weighting for this final test will be determined by your teacher.

Strategies for Completing This Course

Organize your materials and work area before you begin: Student Module Booklet, notebook, pens, pencils, and so on. Make sure you have a quiet area in which to work, away from distractions.

Because response lines are not provided in the Student Module Booklet, you'll need a notebook or lined paper to respond to questions and complete charts. It's important to keep your lined paper handy as you work through the material and to keep your responses together in a notebook or binder for review purposes later.

To achieve success in this course, be sure to read all of the instructions carefully and work slowly and systematically through the material. Remember, it's the work you do in this Student Module Booklet that will prepare you for your assignments. Try to set realistic goals for yourself each day; and when you've set them, stick to them. Do your assignments regularly, and don't forget to review your work before handing it in. Careful work habits will greatly increase your chances for success in Community Health.

Good luck!

SECTION 1

The Growing Child

HAVE you ever had a newborn fold his or her tiny fingers around your own finger? Have you had the opportunity to watch a toddler try to walk? Has a child around the age of five ever followed you everywhere constantly asking questions? If you answered yes to any or all of these questions, you've witnessed a stage of child development. All children are different, and yet they all pass through definite, predictable stages as they develop. Knowing these stages can enable you to understand and anticipate a child's progress and, possibly, help the child maximize his or her potential at each stage.

In this section, to help you understand the growing child, you'll explore the physical, mental, and social development of children from infancy to school-aged children. When you've finished the section, you should be able to outline the development of a child and describe the physical, mental, and emotional stages every child goes through, along with the needs that accompany each of these stages.

ACTIVITY 1

The Newborn

If you've been lucky enough to spend any time around children, you'll know that they progress through various stages as they grow and develop. The careful study of a large number of infants has produced a great deal of information about child development at certain key ages. Each child is an individual but will follow a general pattern of growth, behaviour, and development. The people who study child development usually divide this pattern into various stages. Naturally, there are different ways to do this, but in this section you'll be examining young children according to these divisions:

newborn: *a child between birth and one month of age*

- **newborns**
- children in their first year
- toddlers
- preschoolers
- school-aged children

You'll begin this process with a look at newborn infants.

Have you ever had the opportunity to watch the behaviour of a newborn? If so, chances are you were amused and intrigued by some of the things you saw. That odd, random flailing of arms and legs and those strange sounds newborns make all play a role in the development of the infant as he or she progresses toward the next stage.

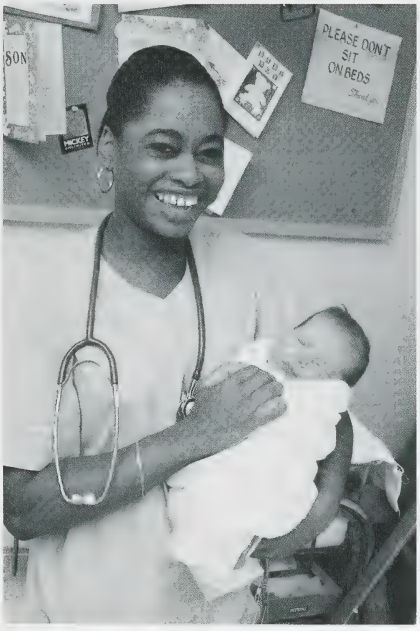
1. If you've had any experience with newborns, describe the behaviour you've seen. If you haven't had any such experience, don't worry; just proceed with the rest of Activity 1.

Compare your answer with the one in the Appendix, Section 1: Activity 1.

Newborns are entirely dependent on others for survival. However, there are some things that they can do. For example, newborns can focus their eyes, hear sounds, and distinguish between different pitches of sound. Also, from the moment they're born, infants begin to **vocalize**, or use their voices to make sounds. Their first sounds are cries in response to feelings such as hunger, pain, or other discomfort. The senses of taste, smell, and touch are also present from birth.

vocalize: *make sounds by using the voice*

reflex: *a natural automatic response to a stimulus*



Newborns also have co-ordinated patterns of behaviour, called **reflexes**, which help their bodies function. Most reflex actions, such as sneezing and swallowing, continue throughout life, but others are temporary. These include the following:

- the rooting reflex
- the grasp reflex
- the startle reflex

rooting reflex: *a reflexive response of a newborn to turn toward an object touching the face or lips and begin to suck*

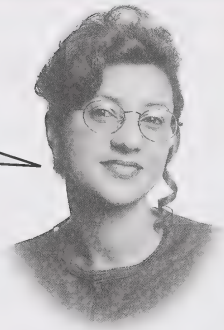
The **rooting reflex** occurs when a newborn touched on the lips or cheek turns toward the touch and begins to suck. This reflex helps babies find their food at an age when they're unable to do so in any other way. At around four months of age, this reflex stops; now the baby is more aware of surroundings and can use his or her eyes to search for the bottle or mother's breast.

grasp reflex: *a reflexive response of a newborn to close the hand tightly over anything touching the palm*

The **grasp reflex** causes the infant's hand to close over anything that comes into contact with the palm. This grasp reflex weakens around three months of age, when the baby begins to reach for objects.

I remember when my brother was born; I was just six at the time. I often used to touch his cheek with my finger to watch him try to suck it, but my sister made me stop. She said it was mean to tease him like that. But my father was always putting out his fingers so my brother would grab hold of them. He used to comment on how strong he was and how one day he'd be an athlete or something.

That sounds like normal parent behaviour, all right. But it really is surprising what a strong grip newborns have with that grasp reflex.



startle reflex: *a reflexive response of a newborn to extend arms and legs and then pull back in a flexed position as if grasping when touched on the abdomen or exposed to a loud noise*

The **startle reflex** is the newborn's response to a loud noise or perhaps a touch on the abdomen. The baby will extend his or her legs, spread out the fingers, extend the arms, and then bring all the limbs back with the fingers closed in a flexed position. This reflex usually disappears by the age of five months.

Another thing typical of newborn behaviour is the way they lie. An infant lying on his or her back, with the head turned far to one side will likely have the arm on the side toward which the infant is looking outstretched at about shoulder level. This consistent positioning of an infant's arms and head is due to what's called the *asymmetric tonic reflex.* This behaviour pattern also begins to disappear a few months after birth. Some researchers feel that this reflex is the beginning of the development of hand-eye co-ordination.

2. If you're lucky enough to have the opportunity, observe and record the positions and reflexes of a real newborn infant. If you don't have this opportunity, examine the photograph to the right and describe your observations of the head, arm, and leg positioning it illustrates.

3. Predict how the newborn in the photograph would react if you were to gently turn the baby's head to mid-position (looking straight ahead). If you have access to a newborn child, gently give this a try and record your observations.

4. Observe or predict the baby's response if you were to turn his or her head to the opposite side and gently hold it there.

5. Don't attempt this with an actual child, but explain what would likely happen if you were to take a newborn's hands and gently pull him or her up by the arms, as if you were going to pull the child into a sitting position from a lying position.

Compare your answers with those in the Appendix, Section 1: Activity 1.

"Is the baby all right?" This is usually the first question parents ask after delivery. It's a perfectly normal question, and, fortunately, the answer is usually yes. Most babies develop normally in their mothers' wombs and are born healthy. During the first minutes after birth, children are examined to make sure they're healthy.

Apgar scale: *a scale used to evaluate a newborn's physical condition at birth*

A newborn is checked according to what's known as the **Apgar scale** (named after Dr. Virginia Apgar, who developed this assessment tool). A rating from 0 to 2 is given for each of five areas of evaluation:

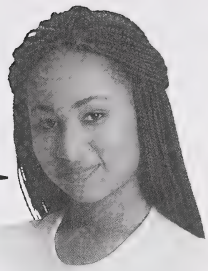
- pulse
- breathing
- muscle tone
- reflex to stimulation
- skin colour

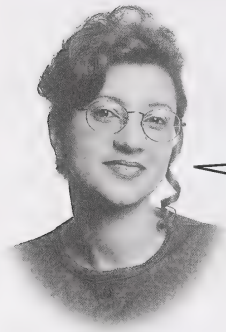
A total score of 6 to 10 is considered to be normal. Lower scores indicate that the baby needs special medical attention.

Task Management

While most babies are born healthy, it's a fact of life that some do have defects that may affect an organ or a part of the body. Most defects result from a combination of environmental factors or heredity. Some hereditary conditions that may become apparent after birth include Down syndrome, cystic fibrosis, spina bifida, PKU (phenylketonuria), hydrocephalus, and Tay-Sachs disease. Some of these conditions can cause death, and all require special medical attention and parental care to help the children.

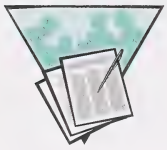
That comment about environmental factors reminds me of an article I read in a magazine a while back. It seems that more and more scientists are saying now that a surprising number of medical conditions in later life are caused, at least in part, by the unborn child's experiences in the mother's womb. I guess that if you're pregnant, you can't be too careful.





That's true. If a pregnant woman smokes, drinks, eats poorly, exposes herself to chemicals—even if she just becomes stressed or sick—all these things can have an effect on her unborn child.

Communication



6. If you have access to the Internet, use your favourite search engine to uncover information about the symptoms, causes, and treatment of **one** of the hereditary conditions. Write your findings in a short report of a page or so. If you don't have access to the Internet, your librarian will certainly be able to point out where you can get material in your local or school library.

Compare your answer with the one in the Appendix, Section 1: Activity 1.

Just how should a healthy newborn behave? A newborn should become startled by loud noises; be soothed by calm, gentle voices; and enjoy cuddling and being held. The baby should cry and make gurgling, grunting sounds. The muscles in the cheeks and tongue should be strong. If a newborn shows no reaction to sound or movement, medical attention is necessary. A hearing defect will seriously interfere with a child's speech and language development.

Research also shows that the absence of tender, loving talk and care from a parent can cause developmental delays. In fact, research shows that active parental involvement with newborn children is extremely important in their development. Much of the research on child development is carried out on infants raised in hospitals or institutions and who don't have the kind of consistent, stable care that good parents provide. Although these infants receive proper medical and nutritional care, they don't get the close, loving contact with a parent or other loved ones that other, more fortunate, children receive. The research shows that these infants tend to be delayed in development, particularly in the area of listening skills. For example, they listen to all the sounds around them, but don't have the ability to choose between important sounds and those that aren't so important. This, in turn, affects how the children respond to other people in future years.

It seems that almost from the moment a child is conceived, his or her experiences affect future development. And certainly from the moment the child is born, positive interaction with family members can have a long-lasting effect on how that child develops physically, intellectually, and emotionally.

So what does this mean for parents of newborns? It doesn't mean that they should run out and spend a fortune on educational toys and gadgets. Basically, it means that parents should spend time with their newborn children, talking to them, holding them, loving them, and, if possible, providing them with a variety of things to hear and see. Research shows that the right kind of enrichment, including special experiences in listening and looking, can make a big difference in the mental and social growth of a child. Two especially important suggestions for enrichment at this stage of development are that parents and other caregivers should

- talk continuously to their babies during feeding, bathing, dressing, and playing

- alternate the placement of the baby in the crib each day so it allows the light from a window to fall upon the infant from opposite sides (This helps children exercise their neck muscles in turning their heads toward or away from the light source. It's also the first step toward developing the sense of two different sides of the body.)

7. Can you suggest any other simple things that parents, family members, and other caregivers can do for newborns to stimulate their development? See if you can suggest **two** or **three**.

Compare your answer with the one in the Appendix, Section 1: Activity 1.

Being the parent of a newborn is an exciting experience, but it's also one that's full of responsibility, for the experiences a child has during that first month can be very important. Fortunately, however, most parents get great pleasure out of being with their newborns, and they find themselves naturally spending time talking and interacting with them. But soon that first month is over, and the baby is no longer a newborn. The next activity will look at the development of a child during the remainder of the first year.

ACTIVITY 2

The First Year

Have you ever noticed how much a baby changes in the first year of life? Within this short period of time, a baby develops from a wrinkled, red-skinned newborn incapable of doing much for itself, into a chubby, beautiful, active child who can do a great deal. In many ways it's easier to look after a newborn than a one-year-old, but most parents agree that it's far more rewarding—and interesting—caring for the little person their newborn has developed into several months later.

So, just how do babies change during their first year? In this activity, you'll find out some of the important developments to expect.

Changes in Size

As you'd expect, one of the ways babies change during their first year of life is simply in size and weight. In the first months of life, an infant grows rapidly, with weight gains of about 140 g per week. The birth weight should be doubled by about six months, and possibly tripled before the infant turns one year of age. An individual baby's weight and height gain is influenced by heredity, eating habits, and levels of physical activity.

▼

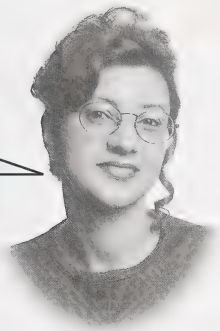
fontanels: *gaps between the bones of the growing skull of an infant*

▲

During the first year, the size of a baby's head is very large in proportion to the rest of its body because over half of the total growth of the head occurs at this time. The infant will have a soft spot near the front of the head (called the *anterior fontanel*) and one near the back (the *posterior fontanel)* that enable the bones in the skull to easily expand to accommodate the child's rapidly growing brain. The **fontanels** will usually be fused (grown together) by about 18 months.

So I guess that's why babies have so much trouble supporting their heads; they're just so huge in proportion to their necks and the rest of their bodies.

That's right. It's a price human beings pay for having developed such large brains. It means that as infants we're that much more helpless and dependent on others for survival.



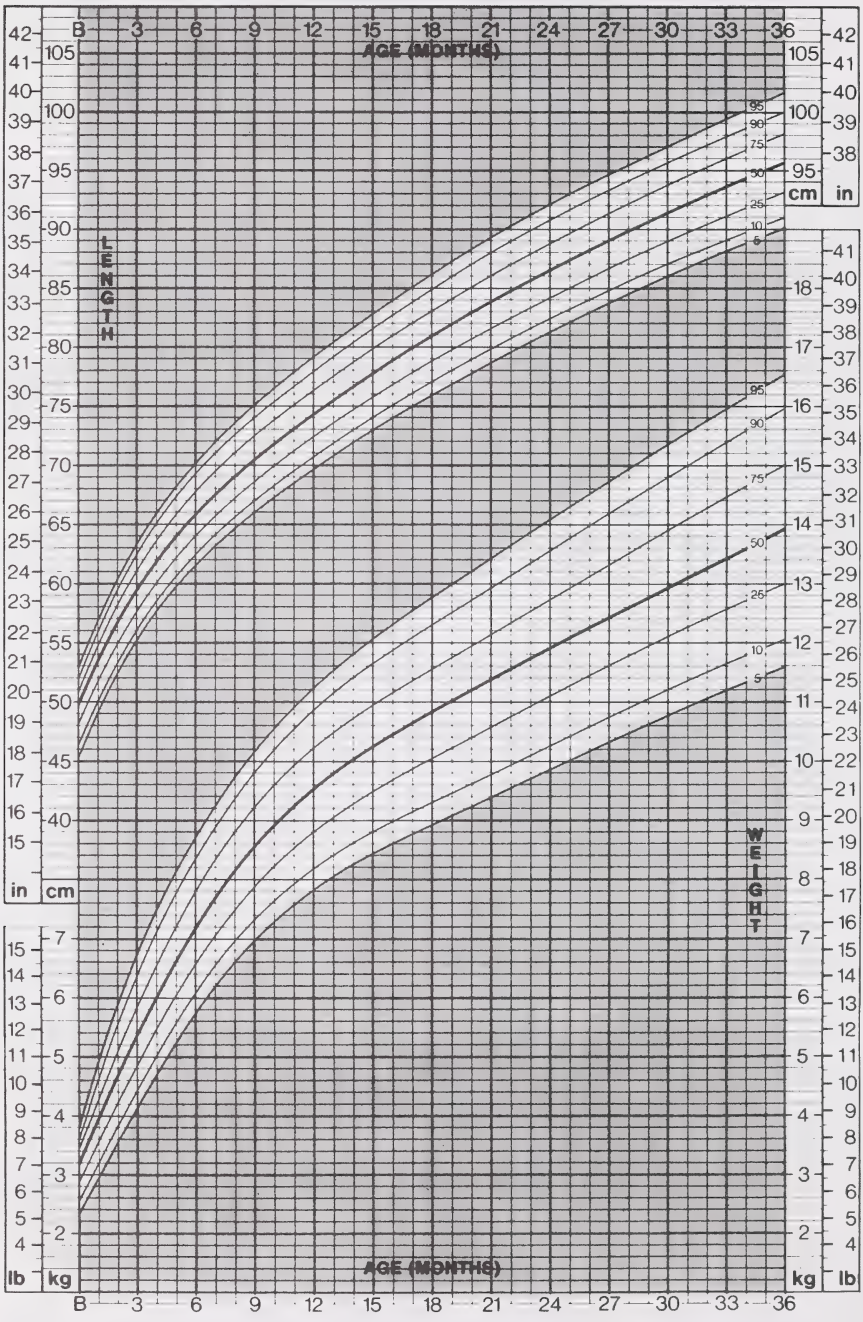
You've already looked at one assessment test carried out routinely on infants—the Apgar scale. The next set of comparisons used to analyse a child's development are generally the physical growth National Centre for Health Statistics (NCHS) percentile charts. During routine check-ups, health-care professionals weigh and measure an infant's length and head circumference. The child's measurements are compared to those of other children of the same age. If the child scores low on the chart, then the nutritional requirements of the infant may be examined. Continually low scores may indicate the need for further medical tests.

1. Using the chart provided on the next page, determine what percentile the following children are in. First, locate the child's age and then match this with his or her relevant statistic—weight or length. Notice where the points meet and check in which percentile the child ranks. The percentile figures are the numbers running from 5 to 95 at the right side of the white "ribbons." (Note that different NCHS charts should be used for boys and girls; but, to simplify things here, only the girl's chart is being used.)

   a. a newborn (B) 50 cm in length
   b. a three-month-old weighing 4.2 kg
   c. a nine-month-old 74 cm in length

Compare your answer with the one in the Appendix, Section 1: Activity 2.

GIRLS: BIRTH TO 36 MONTHS
PHYSICAL GROWTH
NCHS PERCENTILES†



† *Adapted from: Hamill PVV, Drizd TA, Johnson CL, Reed RB, Roche AF, Moore WM. Physical growth: National Center for Health Statistics percentiles. Am J CLIN NUTR 32:607-629,1979. Data from the Fels Research Institute, Wright State University School of Medicine, Yellow Springs, Ohio*

© ABBOTT LABORATORIES, LIMITED HFS-51A08 Jan 1997

[1] "Girls: Birth to 36 Months Physical Growth NGHS Percentiles" (Montreal: Abbot Laboratories Limited, 1997). Reproduced by permission.

Physical Development

At two months of age, a baby will still seem very small and helpless, but many physical developments are occurring. For instance, organs, such as the lungs and the stomach, are continuously strengthening. And the brain and nervous system have been busy receiving and processing new sensations, responding with co-ordinated body movements.

▼
motor skills:
abilities to use and control voluntary muscles
▲

Throughout this period, children improve their **motor skills**—their ability to use and control their muscles. They should show noticeably improved head control. After two months, when you hold a baby up to your shoulder, his or her head should no longer rest limply against you. And by this time, babies should try to lift their heads from time to time in a bobbing motion. As well, when lying on their tummies, babies' arms and legs will still usually be drawn up to their bodies, but they won't hold them up as tightly as a month ago. And children of this age should be trying to lift their heads farther off the bed and hold them up briefly.

At around this age, babies should be starting to turn their heads toward the direction from which they normally receive care and attention when they wake up. In other words, if the crib is against a wall and caregivers always approach from one side, the infant should be beginning to turn his or her head in this direction, away from the wall. But if children spend too much time with their heads turned in one direction, they won't develop equal strength and flexibility on both sides of their bodies. Also, babies in this situation will usually also be slower to bring their hands to midline in front of their faces. Professionals in the field of infant motor development report that babies who lie on their backs when they are awake a great deal are often not as co-ordinated as children who have progressed from abdomen-lying to crawling and creeping, and then to pulling upright against an object.

To determine if an infant is spending too much time on his or her back while awake, or with his or her head turned to one side, look at the head. Is the hair worn off in the middle of the back of the head or on one side? If so, that's your indication that there might be a problem. Experts recommend that infants sleep on their backs. There appears to be an increased risk of a child dying from SIDS (Sudden Infant Death Syndrome) if the child is put to sleep on his or her stomach.

2. Suggest a recommendation you could give a parent or caregiver to prevent an infant from spending too much time in one position.

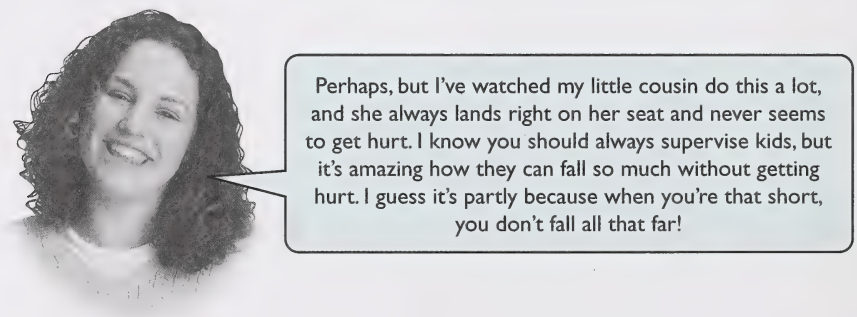
Compare your answer with the one in the Appendix, Section 1: Activity 2.

By six months of age, if you were to pull a baby up from a lying position to a sitting position, the child should lift his or her head strongly and actively co-operate by pulling with his or her arms. If you were to sit a six-month-old on the floor, the child should be able to sit alone without support for five to ten seconds. The baby will usually lean forward and use his or her arms for support. Some six-month-olds can even roll over from the back to the abdomen/chest and back again.

At eight months of age, babies should be able to sit alone without support for as long as a minute. At this age, children may still be unsteady, but should be learning to use their arms to catch themselves when they lose balance. Babies at this stage haven't yet developed the ability to move from lying to sitting by themselves. Someone has to help them.

By the end of nine months, an infant should be able to sit on the floor for at least 10 to 15 minutes, and he or she should have mastered the movement of going from a lying position to sitting by the end of 10 months. Children aged 8 to 11 months become very active. They can generally pull themselves along the floor by creeping on their hands and knees or scooting along in a sitting position.

By nine months as well, babies normally begin to pull themselves up to a standing position for a few moments beside an object that will support them—a bed, coffee table, or chair, perhaps. However, at this stage children can't lower themselves; so they simply let go of the object supporting them, lose their balance, and fall. Careful supervision of children at this time is important in order to prevent serious injuries.


Perhaps, but I've watched my little cousin do this a lot, and she always lands right on her seat and never seems to get hurt. I know you should always supervise kids, but it's amazing how they can fall so much without getting hurt. I guess it's partly because when you're that short, you don't fall all that far!

By 11 months, many babies have progressed to standing alone, and some may have started to walk. Children at this age may still need assistance with pulling themselves to a standing position and may grasp a piece of furniture. They may move sideways along the furniture before trying to take steps alone. But with practice, they can make surprisingly fast progress. This is called *cruising.*

With this increased ability to move around, an infant moves into the stage called *toddlerhood.* Walking marks an important transition in the development of any child; and parents are always anxious to see that first step—and are very excited when it eventually happens. It's a big day in the life of a young family when that little person launches himself or herself across the room and into a new and much more interesting life.

3. Have you ever watched a baby take his or her first steps? If so, describe the experience, including the way any adults were behaving.

Compare your answer with the one in the Appendix, Section 1: Activity 2.

What determines when children are ready to walk? There are a number of factors that contribute to walking readiness. These include the following:

- Back muscles must be strong enough to keep children upright and balanced over their legs and feet.
- Children must have a sense of balance and the protective responses that protect them from serious injury during the many falls they'll experience.
- Children must be at the stage where they can use their arms and legs rhythmically and alternately while strongly holding up their heads to see where they're going.
- The muscles supporting the small bones in the feet must be strong enough to hold those bones in the proper position. At this stage, a baby's bones are still mostly **cartilage** and so aren't as strong as an adult's.

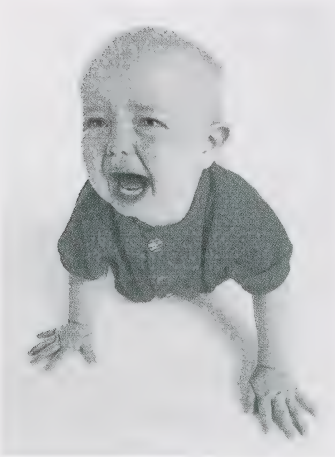
▼
cartilage: *an elastic tissue that forms most of the skeleton of babies and is largely replaced by bone as the child grows*
▲

4. Examine each of the following photographs and observe the stage of development each shows. Determine the approximate age (in months) of each child.

a.

b.

c.



d.

Compare your answer with the one in the Appendix, Section 1: Activity 2.

Fine Motor Skill Development

▼

gross motor skills: *control of large muscles to carry out tasks like standing, walking, and lifting large objects*

fine motor skills: *control of small muscle groups to carry out precise tasks like using scissors or manipulating small objects*

▲

As you've learned, the ability to use and control muscles is referred to as *motor skills*. Motor skills are generally divided into two categories. The sort you've been looking at are called **gross motor skills**. They involve using the body's large muscles for things like creeping, walking, and holding the head erect. By contrast, **fine motor skills** involve the use of small muscle groups to control more precise, refined movements. Being good at running and throwing a ball means that you have well-developed gross motor skills, while being able to write neatly or use scissors precisely shows that you have good fine motor skills. Very often, fine motor skills involve the use of the hands and fingers.

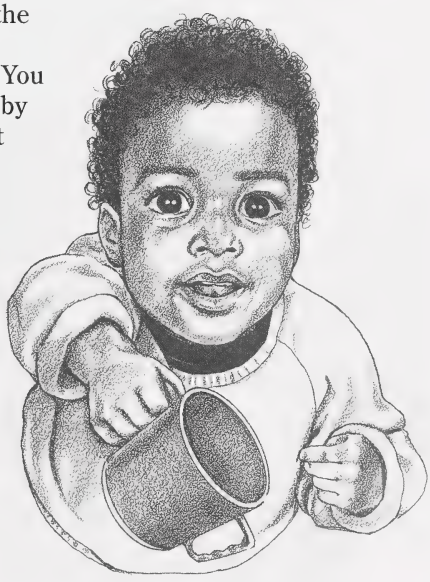
Just how do children develop within their first year when it comes to their fine motor skills? During the third and fourth months, babies first become aware of their hands. Hand play will become a favourite pastime as the baby tries to make his or her hands touch. Now a baby's fingers may be half open some of the time instead of almost always clenched in a fist, and you may notice that the baby is beginning to use his or her fingers separately.

It's hard to imagine ever not being aware of your hands, but I know it's true. I remember one time when my baby sister was lying on her back being changed. She had thick hair for a baby, and somehow she accidentally got hold of a bunch of it in her fist. It must have really hurt because she started screaming and kicking and waving her arms around but the more she did this, the harder she held onto that hair. Mum had a real time prying it out of her hand; from where I sat, it was pretty funny!

Around this time, babies generally begin to explore their heads with their fingers; and gradually they reach their mouths. It's now that an infant may begin to suck on a finger or thumb. Children can scratch themselves at this time, so it's wise to keep their fingernails short.

Babies learn to grasp and hold an object before they develop the ability to release it on purpose. This is why the baby you just read about couldn't simply let go of her own hair. At first an infant will release an object because his or her grasp gradually relaxes. The next step in learning to release the grasp involves throwing the object. Children may drop or throw a toy just to watch it fall and then want to grasp it again. While this can be annoying to caregivers, it's important for the baby to learn during this drop-look-retrieve process.

Eventually, through practice, babies develop the ability to pick up objects with either hand and transfer them back and forth between hands. You can help give children the practice they need by always presenting toys or objects from a point directly in front of them. This forces them to decide which hand to use—something they have to get used to doing. This early use of both hands is necessary to establish a complete body image of two equal sides. Helping children through finger games such as pat-a-cake will also help them develop the ability to use both hands.



5. Refer to children's books for ideas for finger games. If you don't have any such books at home, check out the children's section in your local library. Alternatively, ask about such games from an experienced caregiver. Finger games can help fine motor skill development in young children and are also a good resource for entertaining them in places or situations where they may not have access to toys or other objects.

Compare your answer with the one in the Appendix, Section 1: Activity 2.

By the age of one, a child should be able to hold a spoon, but may still need help with its use. The child should be able to move blocks into and out of a small box and use the *pincer grasp* (thumb and index finger) to pick up small objects or pieces of food. The child may also attempt to point with an index finger toward a desired object. A one-year-old will use both hands freely, but may begin to demonstrate a preference for one over the other.

During playtime, you should allow the child to drop objects one by one into a box or container, and then take them out again. From here, you can progress to filling containers with sand while at the park or water during bath time. An excellent idea is to give a baby his or her own treasure box full of toys or other interesting household items carefully selected for their safety and durability. This container will be the child's source of new toys to discover, reach for, and examine.

6. Suggest at least **five** items you might place in the treasure box for a young child to explore.

Compare your answer with the one in the Appendix, Section 1: Activity 2.

Visual Development

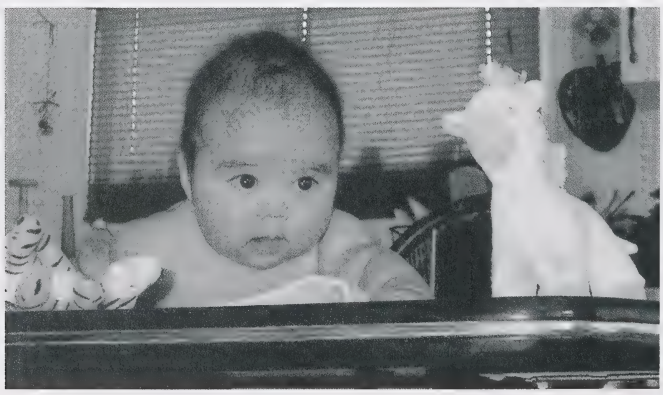
Newborns can see bright objects held close to them, but most of the world seems a blur for very young infants. They can't as yet focus on much, but that begins to change quickly. In the early months of development, babies are pretty much spectators and will gaze at objects for long periods. During this staring period, their eyes are learning to focus together at the same thing. This is also necessary for good **depth perception** and for preventing double vision.

depth perception: *the ability to judge the distance of an object and its relationship in space from other objects*

While visual development will occur rapidly in any normal child, there are things that parents and other caregivers can do to assist it. Here are two activities that can provide an infant with experiences that will improve visual development:

- Place two stationary objects for the baby to look at on each side of the crib about 20 cm above the baby's shoulders. The objects' shapes and colours should be intriguing, so that the child will be encouraged to reach for them. Change the objects every few days to keep the baby interested.

- Take a small, colourful rattle and move it about 25 to 30 cm away from the baby's face. It may be necessary to make little shaking movements to catch the child's attention. When the child looks at the rattle, move it slowly from one side of the baby's field of vision to the other and see if his or her eyes follow it.



If the baby is in the *tonic neck reflex* position (eyes turned toward an outstretched arm), then start with the rattle on the mattress in front of his or her eyes and try to lead the eyes toward the body's midline. At first you may see large jerks of the baby's eyes as the rattle moves in and out of focus. Let the child follow the rattle for a few passes and then place the handle of the rattle in his or her hand. Gradually, the child will learn to follow the rattle more accurately and actually anticipate the continued movement of the target.

7. If you have access to a baby that is the right age, try one or both of the preceding ideas and record your observations.

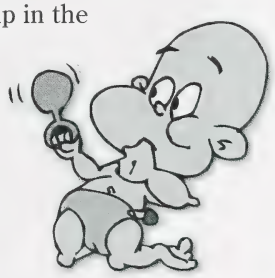
Task Management

8. Two aspects of vision—depth perception and hand-eye co-ordination—are important for many skills that continue into adulthood. Do a bit of research and explain what each of these abilities involve. Use the library resources available to you and the Internet.

9. Search through catalogues or magazines for ideas of objects that can safely be placed in an infant's crib. If you haven't any appropriate catalogues and magazines at home, try your library or ask your friends.

10. Design a rattle that would attract a child's interest and be safe for the child to use. In coming up with your design, consider the following criteria:

    - The rattle must be a size that's easy for a baby to handle.
    - Remember that in all certainty the toy will end up in the child's mouth, so it must be washable and have no sharp corners, and it must be large enough not to be swallowed.
    - The rattle must be made of non-toxic materials, and there must be no chance of it coming apart into smaller pieces.



Compare your answers with those in the Appendix, Section 1: Activity 2.

By the fourth month, visual abilities mature and the brain is able to process colour information. By this point, most babies will be able to adjust their sight to different distances, follow a moving object, and perceive depth. By one year of age, an infant should be able to watch a small toy pulled across the floor. Outdoors, the child should watch moving people, animals, and vehicles with interest. The child should also be able to recognize familiar people or animals from a distance of at least six metres.

During their first year, children are gradually learning that when people and objects are out of sight, they aren't necessarily gone forever—called *object permanence*. This reappearance of people and things is what makes the game peek-a-boo so interesting to a small child. Hiding toys under objects also seems to delight children at this age and increases their desire to explore.

Have you ever reached out to touch something unusual to get a better idea of what it's like or to assure yourself that what you're seeing is what the object is really like? Looking and feeling with your hands helps confirm what your eyes tell you and, in fact, aids you in getting your eyes organized. This is true of infants far more than of older people. At first, babies use only their hands to learn about shapes; but, with time, they develop the ability to look and feel at the same time. Every time you see a child using his or her eyes and hands together, that child is developing visual skills—skills that will eventually allow the development of more complex abilities like reading and writing.

You can help babies improve their vision by giving them objects with different textures, shapes, weights, and sizes to explore. Give the child only a few items at a time and supply different ones when he or she is no longer interested in the ones already there. Suggestions for objects to explore include things like these:

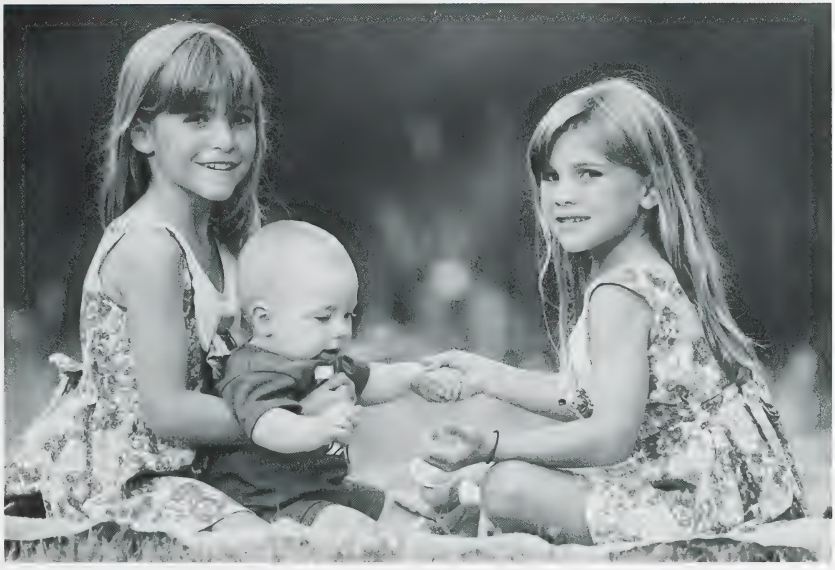
- blocks
- cups
- pots and pans
- balls
- wood and plastic toys

11. If you have an opportunity, test a baby's colour preference by observing how long the child gazes at bright blues, reds, or muted shades. Use objects of similar shapes, sizes, and textures so you know it's the colour that's making the difference. Sheets of construction paper would work well.

12. Imagine that you're an infant-health specialist. Develop a simple game or test for determining if babies are gaining some control over their eyes.

Compare your answers with those in the Appendix, Section 1, Activity 2.

Language Development



Over the first few months of life, babies increasingly learn to control their muscles, including their facial muscles, tongues, and throats. The result is that they try to vocalize in more meaningful ways. By the end of the fourth month, infants may be able to express themselves by squealing in delight or discomfort, laughing, and shouting.

Regardless of their parents' culture, language, or nationality, children begin learning speech patterns in similar steps. This is called *babbling,* the "universal language" of all babies. Immediately at birth, and continuing during the first few months, it's discomfort sounds that appear earliest. These emerge in three stages. The first noises babies make may sound like the vowels **e** or **a**, as in the words *been*, *hen,* or *apple.* In the next stage, consonant-like click or trill sounds emerge. In the final stage, sounds like **m** and **n** can be heard. Next come comfort sounds. In acquiring these, babies will make cooing noises like "ah," "oh," or "oo." The consonant sounds **g** and **k** come next, and finally come sounds resembling **p**, **b**, **t**, and **d**.

13. Suggest a reason why babies learn to make discomfort sounds before they move on to other things.

Compare your answer with the one in the Appendix, Section 1: Activity 2.

Even in the case of deaf babies, babbling begins on schedule; but sound production for these children will diminish because the auditory-motor connection between hearing the sound and feeling what it's like to make that sound is absent. Severely deaf infants are unable to derive pleasure from their sound-making, and so they don't continue to develop speech.

It's important for parents and other caregivers to look for early warning signs that a child might have hearing difficulties. For example, if a newborn isn't startled by loud sounds, the child should be tested by an audiologist—a specialist in hearing problems. Similarly, if a baby isn't awakened by loud noises, doesn't turn toward the source of sounds, doesn't respond to voices, or doesn't pay attention to sounds, his or her hearing should be checked.

Researchers agree that how well babies "imitate" or respond to speech depends to a large extent upon the responses they get from listeners when they try to talk. Most adults instinctively use a "baby language" when speaking to infants. This use of simple words and structures, slow speech, and repetitive sounds common to children's early speech patterns will help the child produce early language, like "mama," "dada," and "bye-bye." Baby language is important for early speech development, but shouldn't be used when the child is past one year of age. After this, baby talk denies a child the chance to hear correct adult speech to imitate and can delay language development.

By the age of one year, children should know and respond to their names. They may also be able to say the names of other family members, and use common words such as *cup, spoon, ball, car,* and *puppy.* Children this age should also be able to understand simple instructions and questions such as "Come to Mommy," "Wave bye-bye," "Give the book to Daddy," and "Where is your coat?"

Language and vocabulary development increases rapidly between the ages of 18 months and four years and can be encouraged with continued communication.

14. If possible, try to make a recording of a young child's babbling. If you have no younger brothers, sisters, or cousins, perhaps you know another family where there are children. Once you've made your recording, listen to it several times and try to identify consonant and vowel sounds.

Compare your answer with the one in the Appendix, Section 1, Activity 2.

Emotional and Social Development

Emotional development: *Learning to express and deal with emotions in a positive way*

Social development: *Learning to interact with others*

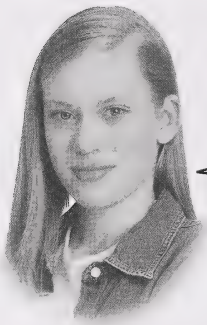
A self-confident adult who can handle stressful situations and who displays empathy towards others is very likely someone who had healthy **emotional** and **social development** as a young child. An individual's feelings about self and his or her behaviour towards others are to a large degree determined by the emotional and social development that takes place in childhood.

All children need love, physical comfort, and consistent care. If infants are left alone most of the time without emotional or social support, chances are they will have developmental problems. When babies experience a lack of social and emotional support, their cries weaken, they fail to smile, and they tend to become withdrawn and unresponsive. If children in situations like these aren't helped early on, they may easily develop into adults who are unable to care about or develop meaningful relationships with other people.

The emotional and social development of children follows a predictable pattern, but each child will progress at his or her own pace. The development will depend largely on three factors:

- the child's individuality
- the type of care the child receives
- the atmosphere of the home

The first essential step for an individual's emotional and social development is the building of trust. If newborns are kept fed, warm, and dry, and are soothed when uncomfortable or frightened, they'll learn that they can trust their parents and other caregivers to continue providing care of this sort. These infants normally develop a sense of security that's likely to last a lifetime. Children who feel secure in themselves go on to become independent, self-confident adults.



I always thought it was kids who were forced to do things themselves and take on responsibilities who became independent, self-confident adults. Doesn't coddling children spoil them and make them reliant on others?

Certainly as children grow up, they need to be given responsibilities and expected to do more and more things on their own; but remember, here we're talking about children in the first year of life. Research has shown that it's the babies who receive love, attention, and care who best develop the sense of security they need to be self-reliant later in life.

From birth, newborns experience the emotions of pleasure or discomfort. Caregivers can easily tell very early on which of these emotions a child is displaying. Gradually, as they grow older, babies develop and display a wider range of emotions, as shown in the following chart.

EMOTION	AGE OF DEVELOPMENT	RESPONSE
Happiness	newborn or by two months	smiling, gurgling
Discomfort	newborn	crying
Anger	about four to five months	crying, pushing, throwing
Dislike	about four to five months	grimacing, making faces
Elation	by seven or eight months	smiling, laughing, squealing
Fear	around eight months	crying, being upset by strangers
Affection	around nine months	smiling, hugging

15. Crying is the usual response of an infant experiencing discomfort. A crying baby needs attention and care. Suggest at least **three** things you could try to comfort a crying baby.

16. One of the big moments for most parents during the first few months of their baby's life is hearing the child's first real "belly laugh." Put yourself in the place of a parent and explain why this moment would be so important to you.

Compare your answers with those in the Appendix, Section 1: Activity 2.

It's important that all infants receive genuine, warm affection and care. This isn't always easy, especially for first-time parents. Nervous, worried parents or caregivers will likely to be tense and handle an infant awkwardly, and this almost always causes the child to become anxious, irritable, or fussy. The parents' lack of experience, coupled with an overly anxious desire to do everything correctly, can make it difficult for them to handle their children in the soothing, reassuring, manner that babies need. But experience comes quickly, and most new parents soon become competent caregivers.

What can parents look for as their child develops socially during that all-important first year? As noted already, different children progress at different rates, but what follows is a general guideline for social development during a baby's first year.

- Newborns calm down in response to a soothing voice.
- One-month-olds stop crying when lifted or touched and recognize familiar faces (unless they are crying because they are ill or have some discomfort).
- Two-month-olds begin to smile and enjoy watching people.
- Three-month-olds want companionship.
- Four-month-olds laugh and enjoy entertainment.
- Five-month-olds show an interest in family members, experience **separation anxiety**, and babble to themselves or objects.
- Six-month-olds love attention, enjoy games of peek-a-boo, and develop an attachment to parents or caregivers.
- Seven-month-olds generally prefer parents or regular caregivers over strangers.
- Eight-month-olds try to move from room to room looking for company and may develop a fear of unfamiliar people called **stranger anxiety**.
- Nine- and ten-month-olds enjoy being chased, like to throw toys for someone to pick up, and follow their parents everywhere.
- Eleven- and twelve-month-olds are friendly and sensitive to the emotions of others and like to be the centre of attention. They're tolerant of strangers and learn how to influence people around them.

▼
separation anxiety: *crying if left alone*
▲

▼
stranger anxiety: *a fear of unfamiliar people that many babies show by about the age of eight months*
▲

Remember, this guideline is just that—a general timetable that different children follow at their own rates. Remember, too, that if you become a caregiver for children at this stage of their lives, holding, cuddling, rocking, and hugging them—in other words, lots of reassuring physical contact—is the best thing you can do to help them grow up feeling secure and loved and able to develop positive, caring relationships with other people.

ACTIVITY 3

The Toddler Years

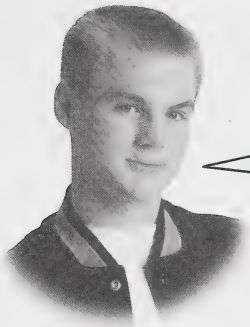
toddler: *a child between the ages of one and three years*

You're probably very familiar with the term **toddler**, but you may have used it rather loosely to refer to any young child. Used more precisely, the term *toddler* is used for children between the ages of one and three years. During this period, children begin to do some serious walking and talking, and they develop many skills needed later on in adulthood. In this activity, you'll be looking at the typical development that takes place during the toddler period.

Physical Growth

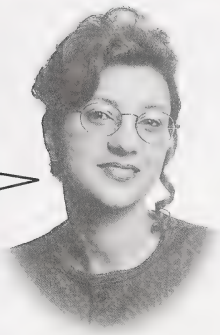
Growth for a toddler slows down. A toddler may only gain 0.2 kg per month and height seems to become more influenced by heredity factors. The most significant aspect of growth during this age is the change children undergo in proportion and posture. Until the age of two, a child's head, chest, and abdomen are very similar in size. Between ages two and three, however, the chest becomes proportionally larger and the arms, legs, and trunk grow rapidly. These changes help improve the toddler's ability to stand straight and balance better. Now the child doesn't seem so top-heavy.

The average height for a toddler at one year of age is 75.5 cm, while the average weight is 10.2 kg. At two years of age, the average height is 86.4 cm and the average weight is 12.6 kg. At three years of age, the average height of a toddler is 95.8 cm and the typical weight is 14.7 kg. Most girls at 18 months of age have acquired about half of their adult height. Boys may be halfway to their adult height by age two.



Yeah, well I can tell you that that doesn't always work. I was really tall when I was two, and my parents heard that business about being half your adult height at that age. They figured out that I was going to be this amazingly tall guy, and that's what I believed all the years I was growing up. Boy, was I disappointed when I ended up only average in height.

That's right. It's important to remember that these correlations don't always hold true. They're typical rules of thumb that work a good deal of the time as general rules, but by no means always.



1. If you can find them, check your own baby records for your height at age 18 months or two years, depending on whether you're male or female. Double this measurement and determine if you've reached your adult height according to this rule of thumb. Does the rule seem to be working in your case?

Compare your answer with the one in the Appendix, Section 1: Activity 3.

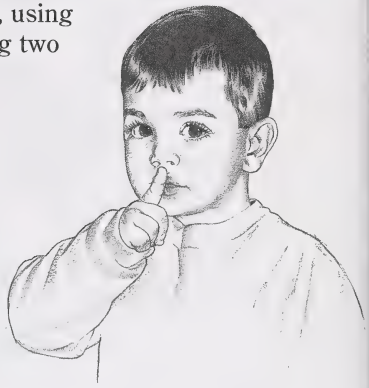
Physical Development

Gross Motor Skills

During the ages of one to three, children don't acquire physical skills in a predictable pattern. Each child develops differently, depending on factors such as physical size, health, diet, interests, and confidence. A list of several skills that many children have developed by the time they're two years old follows.

- They may walk independently.
- They may have begun to run. A two-year-old's running is somewhat stiff and flat-footed. Once running, a two-year-old may have trouble slowing down and will usually stop him- or herself by colliding with something or someone.
- They may be able to walk up short flights of stairs, probably by bringing both feet to each step in turn.
- They may have started jumping. A two-year-old, when he or she jumps, will lead with one foot but land with both feet and usually in a deep squat.

By the age of three, most children have developed many more skills and abilities. By this age, physical development has often progressed to the point where children can do the following:



- They may be able to use stairs independently, using alternate feet walking up but most likely using two feet per step coming down.
- They can likely jump from the bottom step with both feet together.
- They can probably turn corners when running.
- They can probably pull objects while walking forward, sideways, or backwards confidently.
- They may be able to ride a tricycle with pedals and steer to avoid obstacles.
- They can probably stand on one foot and may be able to hop two or more times on one foot.
- They can very likely walk on tiptoe.
- They may be able to walk along a line or curb without stepping aside.
- They can probably throw a ball overhand.
- They can likely catch a large ball between extended arms.
- They can most likely kick a ball vigorously.
- They may be able to climb play equipment with ladders.
- They have probably established bowel and bladder control, at least during the daytime.

2. If you know a child in the toddler years, see if you can get him or her to try a few of these things. Make it a game for the child, and be sure not to push too hard. Determine to what degree the child you're working with has developed typical toddler skills.

   Note: Be careful not to put too much store in your results. Remember, every child develops at his or her own rate. Parents who suspect that their child may be developing at an abnormally slow rate should have the child tested by a qualified professional.

Compare your answer with the one in the Appendix, Section 1: Activity 3.

Fine Motor Skills

Toddlers become more skilful with their hands. They learn to turn doorknobs, unscrew jar lids, and turn the pages of a book one at a time. They also learn to dress themselves, including putting on shoes and socks.

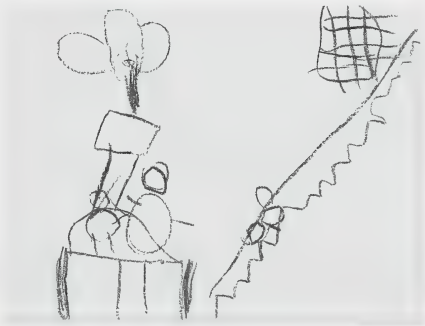
This is a criticial time for caregivers to move items that could poison or injure a child to higher, safer locations, preferrably locked cabinets or other inaccessible spots.

A two-year-old may develop an interest in drawing. At first, children will probably hold a pencil or crayon in their fists and make vertical strokes that extend beyond the paper. By age three, however, they should be holding drawing implements between the first two fingers and thumb and drawing things like circles, crosses, the letter V, and partial people. Their drawings of Mommy or Daddy usually include a head and one or two other features.

3. Examine the following drawings and decide which art belongs to which of these three artists:

    - Artist 1: Derek, aged 18 months
    - Artist 2: Sayori, aged 2 years
    - Artist 3: Rema, aged 3 years

a.



b.

c.

When choosing a toy for a toddler, one wise choice is blocks. Children at this age need the opportunity to stack and build things. Plastic or wooden blocks can help one-year-olds practise using the small muscles in their hands as they grasp and release. By age two, children should be trying to form towers by stacking two or three blocks. As a child's skill and age increase, the size of the tower should increase as well.

4. Examine a toy catalogue and choose at least **three** toys, other than blocks, that you think a toddler would enjoy and could use to improve fine motor control. Give your reasons for selecting each toy. Keep safety and durability in mind.

Compare your answers with those in the Appendix, Section 1: Activity 3.

Improvements in fine motor skills are observable during mealtimes. Two-year-olds can usually lift, drink, and put down their cups without spilling. These toddlers will attempt to feed themselves with a spoon, but mealtime can still be quite messy. By age three, children may be able to eat with a spoon and fork. A three-year-old should be able to hold a small glass in one hand as he or she drinks.

Language Development

While toddlers are practising physical skills, language development may not increase at the same rate, or at least not at first. Rather than making rapid gains in the frequency or fluency of speech during this period, young toddlers may develop a gesture language to convey their needs. They may pull you towards what they want and use facial expressions to indicate their emotions.

5. Suggest a reason to explain why young toddlers may tend to rely on gestures, movements, and facial expressions rather than developing their verbal skills at a rapid rate.

Compare your answer with the one in the Appendix, Section 1: Activity 3.

Of course, while young toddlers may not make the same progress with speech that they make with physical skills, their language skills do develop during this period, and this development speeds up throughout the toddler years. Toddlers often start out with simple, one-word sentences like "Juice!" or "Car!" If a child this age says "Car!" meaning "I want to go in the car," the older person he or she is communicating with should respond with an expanded sentence such as, "Yes, we'll go for a ride in the car soon." Language exchange of this sort is called *expansion;* it helps a toddler develop vocabulary and the ability to make more complex sentences. Research has found that children whose parents regularly practise expanding conversation in this way tend to develop language skills more rapidly and fully than they otherwise might.

Another thing to remember is that toddlers' comprehension of words exceeds their ability to pronounce them. In other words, children of this age will understand what you're saying to a far greater degree than they're able to say similar things themselves.

6. Practise using the language-expansion technique by creating appropriate sentences in response to a child saying the following things.

   a. "Ball!" b. "Milk!" c. "More!"

Compare your answer with the one in the Appendix, Section 1: Activity 3.

As they grow older, toddlers do make progress in speech and language. Toward the end of this stage, children generally

- understand simple questions
- can follow two consecutive directions (but no more than this)
- are beginning to use the past tense and plurals
- understand the basic concept of time (for example, words like *now*)
- like stories, rhymes, songs, and jingles
- have switched to using speech instead of gestures
- have begun to use two-word sentences such as "All gone!" or "Come here."
- have a vocabulary of perhaps several hundred words that they understand (even if they can't yet pronounce them all properly)
- still speak of themselves by name ("Sami go home.") but are beginning to use the pronouns "me" or "I"

As children progress through the toddler years, they become "word-hungry" and want to know the names of everything in sight. The toddler may ask, "What's dat?" or want you to verify the name of an object by stating the name as a question, as in the sentence "Cookie?" It's important at this stage for parents and caregivers to engage in conversations with their children. Toddlers learn words from hearing them over and over again. Words are the cornerstone of language, and it's crucially important for parents and caregivers to develop their children's skill in using words.

Yeah, I read in a magazine that, next to giving a kid food and shelter, love, and security, talking with him or her is about the most important thing you can do. It seems it actually stimulates brain development and plays a major part in the kid's ability to learn later on in life.
I guess that explains why I'm so smart. My parents were always talking to me when I was little.
"Pick that up!"
"Don't make a mess!"
"Stop picking your nose!!!"
Somehow I don't think that's the kind of "talking with" the magazine had in mind.

By the end of three years, a child's vocabulary should be well over 100 words—perhaps as much as 500 words. About 80 percent of everything a child says should be intelligible to adults, and the grammar will become more complex. Speech will soon resemble adults' conversational language, even though mistakes will continue to be made.

7. Listen to a music recording made for toddlers—a CD or an audiotape. What techniques are used to attract children's attention and perhaps improve their skills with language?

8. You can use flash cards to help a toddler improve his or her language skills. If you have access to a child of this age, create a set of flash cards with pictures of familiar things (e.g., toy, dog, bed, baby) and try them on the child. Describe your experience.

Compare your answers with those in the Appendix, Section 1: Activity 3.

Emotional and Social Development

Throughout the toddler years, children's emotional development tends to follow a cyclical pattern. There are periods of happiness, periods of unhappiness, calm times, and times of rebellion. For some children, the ups and downs are worse than for others; some may entirely miss a stage that others do have to go through.

Because social development also relates to emotional, intellectual, and physical development, many different patterns of social development are evident during these years.

Keeping all this in mind, examine the following chart that describes the emotional and social characteristics common to most toddlers at three different developmental stages.

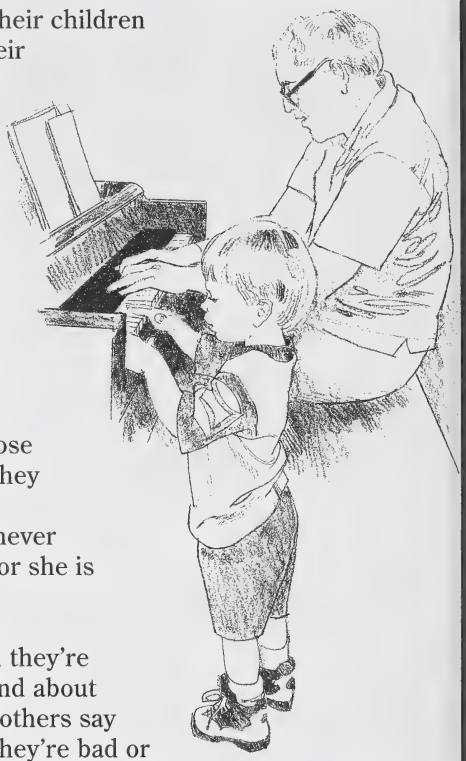
THE EMOTIONAL AND SOCIAL DEVELOPMENT OF TODDLERS

Age	Emotional Development	Social Development
Eighteen Months	• primarily self-centred • favourite response may be "No" • may become negative as a desire for independence or expression of frustration	• closest relationship with family • will play beside other children but not directly with them (called **parallel play**) • may fight over specific toys
Two Years	• begins to express love and affection • seeks approval and praise • can be reasoned with • is more understanding and willing to wait • can be outgoing and friendly	• good at understanding and interacting with primary caregiver • enjoys having other children to play with • may have difficulty with sharing or taking turns
Two-and-a half Years	• may experience feelings of being overwhelmed • may be frustrated in attempts to communicate • moods vary from loveable to stubborn and demanding • enjoys consistency and routine • wants to do things independently • may seek comfort or help	• may refuse to do things for one person, but will do it willingly for another • plays best with only one other child • may fight while playing, but will resume playing afterward
Three Years	• becomes co-operative • learns to be considerate • follows directions • enjoys talking with playmates • may have imaginary friends	• will begin to share, help, or do things another person's way • wants to please other people • begins co-operative play • will work together to build or do puzzles • will seek friends
Three-and-a half Years	• may develop insecurities and fears of things like animals, strangers, loud noises, or the dark • may begin thumb sucking, nail biting, or nose picking • may make many demands	• enjoys companionship • chooses friends, though friendships may not be long-lasting • uses more conversation in play

parallel play: *a form of social behaviour whereby a young child will play happily alone while in the company of one or more other children also playing alone*

self-concept: *people's feelings about themselves, the way they perceive themselves, and the sense of approval or disapproval those perceptions create for themselves*

It's during the toddler period that children begin to develop what's called their **self-concept**. In other words, it's now that children begin to think of themselves as unique human beings and either feel good or bad about who they are (referred to as *self-esteem*). This means that this is a very important time for parents and other caregivers to give children the feedback they need to develop positive self-concepts. Children who are made to think that they're bad, incompetent, or insignificant will likely carry these feelings with them for many years.



As parents usually spend more time with their children at this age than during other periods of their development, it's here that parents generally have the strongest influence on their children's self-concepts of themselves. A child will usually develop a positive self-concept if treated with love and respect. This doesn't mean that toddlers should never be told when their behaviour has been bad or corrected when misbehaving. What it does mean is that they should know that they're loved no matter what they do, but that certain standards of behaviour are expected of them. When they live up to those standards, they should be praised. When they don't,they should be disciplined in a fair, appropriate, and predictable manner. But never should a child think for a moment that he or she is no longer loved.

As children begin to understand language, they're increasingly aware of what people say to and about them. Young children tend to accept what others say about them as true, so if they're told that they're bad or stupid, they'll start to live up to that image. Establishing a positive self-concept early in life is important for helping children get along well with other people. Children with positive self-concepts are usually confident, outgoing, and willing to seek help if they need it.

9. Make a list of at least **ten** ways to tell a toddler that he or she has done a good job.

Compare your answer with the one in the Appendix, Section 1: Activity 3.

In this activity, you've had a brief overview of the toddler years. But children grow up quickly, and soon toddlers become preschoolers—a term frequently used for children aged four to six. It's preschoolers that you'll be looking at in Activity 4.

ACTIVITY 4

The Preschooler

Think back to your toddler years. How much can you remember? If you're like most people, you'll have a few disconnected memories of life during this period, but not very many. Chances are that you have a much better recollection of the preschool period, that time of life that roughly comprises the ages four to six.

By this age, children have developed from helpless infants into active, imaginative bundles of energy, full of excitement and curiosity. It's natural, then, that this is the time when most children begin to expand their horizons beyond the home and start preschool or kindergarten programs. This is a period when a great deal goes on in the areas of refining skills and increasing language development.

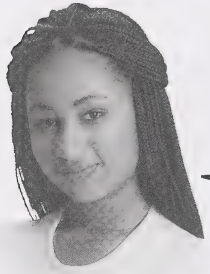
Physical Growth

By the age of five, children have generally doubled their birth length. The average yearly height increase during this period is 6 to 8 cm, and the typical weight increase is 1 to 3 kg annually. During this period, children's bodies change: the shoulders widen and the neck becomes longer. As well, the legs lengthen and straighten, so balance and co-ordination improve.

Physical Development

Preschoolers are very energetic creatures. They need the opportunity to walk, run, and climb. During this age, children develop many abilities involving their gross motor skills. Preschoolers will usually be able to

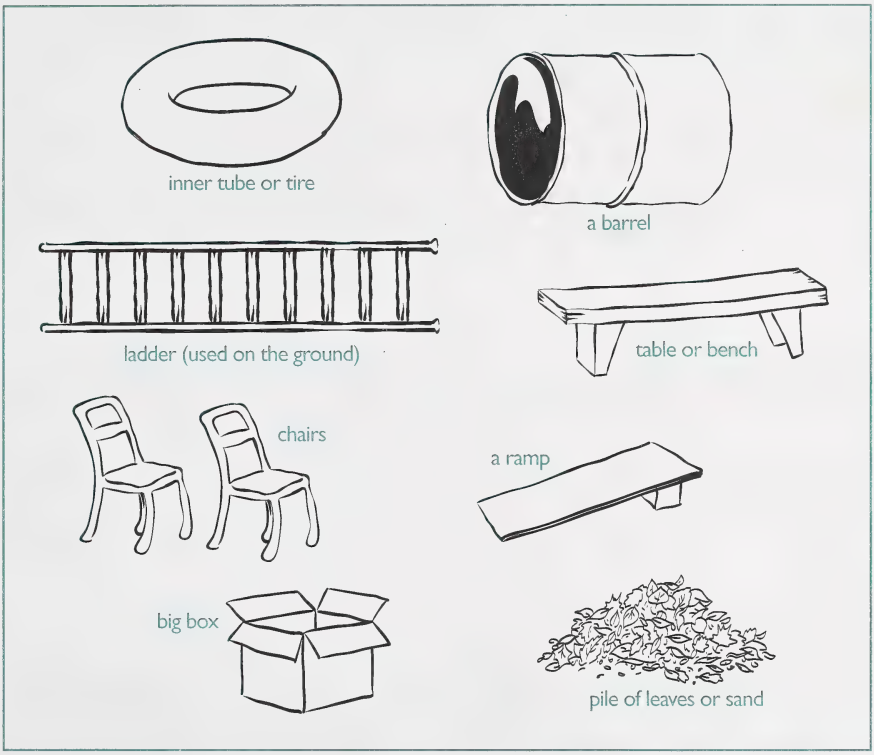
- walk a narrow line without stepping off
- climb, swing, and run skilfully
- move rhythmically to music
- skip rope (though this isn't something every preschooler can do)
- stand on either foot with their arms folded across their chests to a count of 10 seconds
- hop 1.5 to 2.5 m forward on each foot
- bend and touch their toes without bending their knees
- catch and throw a ball
- grip strongly with each hand
- run lightly on their toes



What do you mean preschoolers can do all those things? If that's true, why do I have so much trouble touching my toes without bending my knees or walking along a railroad track without falling off? And as for moving rhythmically to music, have you ever seen my boyfriend dance?!

As you might suspect, preschoolers need—and want—a great deal of physical activity. It's only through this activity that they're able to develop the gross motor skills that you've just been looking at. Physical activities at a playground, or perhaps in a backyard obstacle course, can help children of this age expand their gross motor skills and become creative in their play. Preschoolers generally love using playground equipment. Along with developing their physical skills, engaging in activities like this helps them become more comfortable with the concepts of space (for example, up/down, in/out, over/under, across, between, and through).

1. Use the following items to design an obstacle course that could help teach children the concepts of space while improving their gross motor skills. Always keep safety in mind as you design the course.



Compare your answer with the one in the Appendix, Section 1: Activity 4.

Fine Motor Development

The preschool period is the time when most children begin preparation for doing written work in school. However, some five-year-olds may not be ready for writing, as the small muscles that control the fingers and hands may not be developed well enough. Writing also requires that the eyes and hands work together, and this ability may not be developed until the age of six. In other words, parents of preschoolers who aren't yet showing an aptitude for written work should be patient and give their children the time they need.

One skill that most preschoolers do have is the ability to dress and undress independently. They should also be able to use a knife and fork competently while eating and wash and dry their faces and hands well. Along with these skills, as a rule, most preschoolers can

- copy circles, squares, and crosses
- write some capital letters (V, T, H, O, X, L, Y, U, C, and A)

- draw simple houses, including the door, windows, chimney, and roof
- draw simple people with a head, arms, legs, and a trunk
- draw other simple items and name them
- use a paintbrush, crayons, and pencil with control
- thread a large needle and sew a few stitches
- copy block patterns containing up to ten blocks

2. Painting is an excellent task for practising fine motor skills. Most childhood painting is done with a brush, but there are other methods, too. Suggest **three** other ways a child could paint a picture without using a brush.

Compare your answer with the one in the Appendix, Section 1: Activity 4.

Language Development

By the time children are about four years old, their parents or caregivers may complain that they've become little chatterboxes and never seem to stop talking. Though this can be a bit annoying for older family members, it's an excellent sign of healthy development and necessary practice for the children themselves. A preschooler's language should involve all the parts of speech; gradually, longer, more complex sentences should become normal, along with a greater clarity of structure and enunciation. However, there may still be a few mispronunciations with sounds such as *s, v, f,* and *th.*

Preschoolers may frequently interrupt other people because they feel that what they have to say is the most important thing in the world. And they may talk too loudly as they need to experiment with acceptable volumes. Four-year-olds may begin name-calling and enjoy using nonsensical expressions. Some may start using "toilet talk" because they sense that it's a shocking language likely to bring about a reaction in adults and giggles among their peers. These children may use expressions like "do-do" as adjectives to describe a variety of things (as in "do-do head"). This sort of talk shouldn't be encouraged, but parents should understand that it's not abnormal and will likely disappear before long if it isn't reinforced.

Another characteristic of preschool language development is the never-ending number of questions children this age seem to ask. These range from the simple, but persistent "Why?" or "How come?" to more probing questions. Preschoolers want to understand how things work and what they're for. Remember, the thousands of things you hear and see in a normal day, and usually take for granted, are new to them; it's by asking questions that they learn about the complex world around them.

3. Provide appropriate responses for the following questions typical of those asked by preschoolers. Remember to take the questions seriously and to do your best to explain things in terms a child can understand.

   a. What's a belly button?
   b. Why is the sky blue?
   c. Where does the stuff in the toilet go?

Compare your answer with the one in the Appendix, Section 1: Activity 4.

By the age of six, most preschoolers can give their full name, age, birthday, and address. They often love to recite and chant jingles or rhymes. At this time, children enjoy being read to or told stories. And it's not uncommon for children of this age to try to act out stories that they've heard.

Emotional and Social Development

Children age four to six begin to experience a wider range and intensity of emotions than they did when they were younger. During this age, parents and caregivers can guide children in recognizing and expressing these emotions.

Because young children usually show their anger freely, this emotion shows the most changes during this period. Four-year-olds will physically fight, threaten to get even, and remain angry longer than toddlers. Five-year-olds, by contrast, often begin to hurt the feelings of other children they're angry with instead of physical fighting—though fighting can certainly still go on. By the age of six, children may tease, insult, or ridicule others to express their anger.

At this time, it's important for parents and caregivers to teach children self-control and appropriate expressions of anger before inappropriate habits become ingrained. And, of course, since parents, family members, and other caregivers are always role models for children, it's important that they demonstrate acceptable behaviour themselves.

Fear is another emotion that preschoolers seem to experience frequently. Their well-developed imaginations, along with a few insecurities, may cause children of this age to develop fears that older people sometimes have trouble taking seriously. It's important to remember, though, that to the children themselves these fears are very real. Parents and caregivers shouldn't ignore a child's fear; rather, they should help the child by listening and being understanding. Fears of this sort don't necessarily disappear on their own; they should be dealt with or they may create emotional problems later on.

I remember when I was four or five I was convinced that there were monsters under my bed. It got so bad I was afraid to go upstairs alone, especially at night. For some reason, I felt safe when I was actually on the bed, but once my feet hit the floor, I ran like crazy to get away from there. My mother was really a big help. She'd come upstairs with me when I asked her to, and she never made fun of me. Eventually, I outgrew my fears, but it was really scary at the time.

Jealousy, particularly among brothers and sisters, may become a problem for preschoolers. Tattling, criticizing, lying, or boasting may all be signs of jealousy. This emotion should lessen as children mature and become more secure in themselves, but some children don't seem to outgrow it as easily as others. Some don't seem to outgrow it at all without active support from their parents or caregivers.

Preschoolers may begin to experience more physical symptoms than they had as toddlers. Things like stomachaches, headaches, eating or sleeping problems, and irritability may indicate that a child is under stress. As preschoolers take on more responsibility and begin to deal with more changes in routine, they can begin to worry about things.

To help children who are experiencing stress, here are a few things that parents and caregivers can do:

- Listen carefully to the child's concerns.
- Spend more time with the child.
- Provide physical reassurance with frequent hugs.
- Encourage the child to identify his or her worries.

4. Can you think of anything else a parent or caregiver might do to help a child in this situation? Try to suggest **three** more ideas.

Compare your answer with the one in the Appendix, Section 1: Activity 4.

Preschoolers begin to select their own playmates. They may become protective or aggressive toward younger children and animals. During this age, children gradually develop an understanding of right and wrong behaviours and the guilt that can follow bad behaviour. They can now comprehend the rules of games and the concept of fair play.

At this time, parents and caregivers can help children separate fact from fiction and teach effectively by example. Children learn much of their code of behaviour and how they relate to one another from watching adults. Children are quick to understand the positive consequences that happen when one adult treats the other kindly.

5. You can help children by being supportive and encouraging, rather than by being critical. Examine the following negative, critical statements and rephrase them to make them positive and supportive.

   a. Nobody really likes you. You're mean.
   b. Why can't you be like Alexandra? She's nicer and never gets into trouble.
   c. Don't act like such a baby. Quit sucking your thumb.

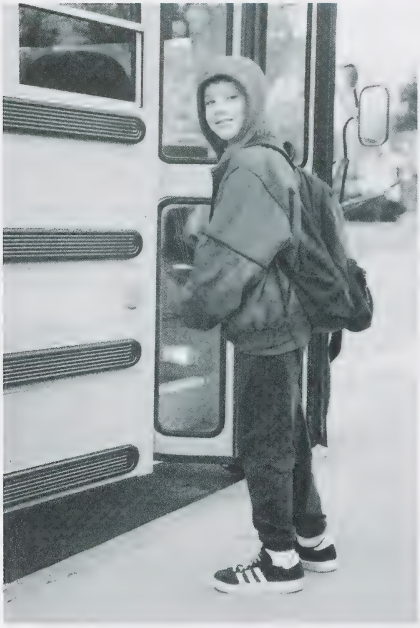
Compare your answer with the one in the Appendix, Section 1: Activity 4.

As children grow, it's important to remember that they won't all advance at the same rate. In order for children to develop successfully, they must be emotionally and physically mature enough to handle new tasks. The sense of accomplishing new tasks is important to self-esteem. Allowing a child to learn as he or she is ready will show the child that learning can be fun, challenging, and a positive experience.

But what happens when a child reaches school age? So far, you've looked at children from birth up to that important day when they go off to grade one. In the next activity, you'll take a look at school-aged children and see how they begin to develop into more mature, capable, responsible young people.

ACTIVITY 5

The School-Aged Child



Do you remember your first day of school? For almost every child, it's a day of great excitement and anticipation but also one of a certain amount of fear. After all, this day marks a great change in a person's life; it's one of the most important milestones that everyone goes through on the path leading toward adulthood.

Starting school is a dramatic change for most children. Adjusting to school is generally easier for children who have already had some experience being away from home without their parents—perhaps by attending a playschool or going to a day-care centre. Nevertheless, school is something new; here children are given more responsibilities and are expected to live up to this new degree of trust that has been placed in them.

Aside from the obvious differences in responsibilities and daily routines, how else does a child change during the first few years of school? As you would expect, many developmental changes occur during this age period. What follows will point out a few of them.

Physical Growth

Growth in height and weight during the years from five to eight is generally somewhat slower than in the preschool period. The average child may gain 7.5 cm in height and perhaps only 2 or 3 kg in weight. This doesn't mean that important physical changes aren't taking place, however; it simply means that other things are taking precedence over increases in overall size at this time in a person's life.

One of these things, for example, is the change taking place in children's teeth. A distinguishing characteristic of a school-aged child is generally his or her smile. A smile is likely to reveal wide-open spaces where the primary teeth have fallen out to make room for permanent teeth. Six-year molars are the first permanent teeth to break through. The permanent incisors—the biting teeth at the front of the mouth—also begin to appear during this period.

1. Chances are that your local health unit or dentist's office has a chart indicating the sequence that emerging permanent teeth usually follow. If possible, see if you can consult a chart of this sort and identify the normal sequence. You could also check books on anatomy or children's health in your library, if that's easier.

Compare your answer with the one in the Appendix, Section 1: Activity 3.

Physical Development

During the early school years, muscle development continues to improve in children. Both boys and girls need to be physically active at this time with the opportunity to improve their gross motor skills by engaging in activities like running, climbing, skipping, and jumping. In the classroom, boys frequently have more trouble sitting still without squirming and getting up frequently, but both sexes have a strong need for lots of movement as their bodies develop.

As for their fine motor skills, by the time children are eight years old, their eye-hand co-ordination and the small muscles that control their hands and fingers are well-developed. As a result, children can generally write more evenly and easily than they could during the preschool period. Girls frequently show better co-ordination in the area of fine motor skills than boys do at this stage; as a result, their printing and writing is often better than boys'. Physical maturation and the ability to concentrate also aid a child's writing abilities, of course, and girls seem to have the edge in this department as well during the early school years.

Language Development

By the time they're in the early grades at school, children's language development has almost reached an adult level in terms of grammatical structure, though vocabulary lags behind. This is something that continues to increase throughout life. By this stage, very few mispronunciations of letters should be occurring unless the absence of teeth or the presence of dental appliances in the mouth causes problems. A speech disability requiring the help of a speech therapist may be diagnosed if any of the following signs exist:

- Initial consonants are consistently and frequently missed.
- The amount of verbalizing decreases rather than steadily increasing.
- Word endings are consistently dropped.
- There are unusual confusions or reversals in speech with consistently faulty sentence structures.
- The child is embarrassed and disturbed by his or her speech.
- Sounds are distorted, omitted, or substituted for others.
- The voice is a monotone, noticeably nasal, extremely loud, largely inaudible, or of poor quality and pitch not appropriate to the child's age and sex.
- The rhythm, rate, and inflection of speech seem abnormal.

2. If a speech problem is diagnosed, a program can be set up by a speech therapist. If a child is having problems making particular sounds correctly, one thing a therapist can do is to develop personalities for that sound. (For instance, "Sammy the Snake makes a *ssss* sound for *s*.") Little tricks of this sort can help the child have a clearer image of a particular sound and provide lots of practice making it.

   Now you give this technique a try. Suggest "personalities" for the following sounds.

   a. **r** b. **l** c. **k** d. **ch**

Compare your answer with the one in the Appendix, Section 1: Activity 5.

School-aged children tend to like stories, poetry, and music. They should be given the opportunity to use their imaginations making up stories, songs, and poems. Children at this age should still be read to a great deal. This allows them to hear more vocabulary and more complex stories before they have the ability to read stories of this sort for themselves. Parents who assume that once their children have started reading for themselves, they no longer need to be read to are making a wrong assumption.

One thing I have to give my parents credit for is that we always did a lot of reading aloud while I was growing up. They read to me a lot when I was little; and after that, right up into junior high we'd often sit around the living room and read to each other. That was a time of real family togetherness, too. I think it helped with my emotional development as well as stimulating my interest in books.

The monthly calendar is something else that can be used as a learning device at home and at school. By the time they go to school, children should begin to identify the days of the week, the months of the year, and dates in sequence. They should also be able to distinguish weekdays from weekends and understand the concept of time in general.

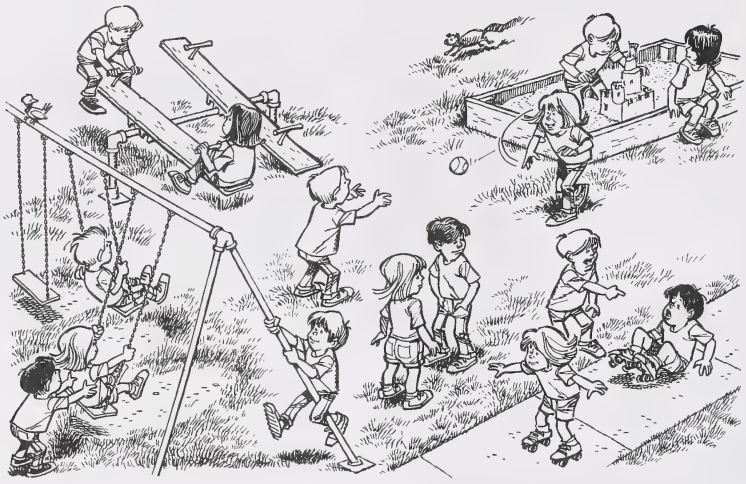
3. Imagine that you're working with children of this age. Create a list of at least **three** more ways you could use a calendar to teach children and/or **three** concepts you could teach children by using a calendar.

Compare your answer with the one in the Appendix, Section 1: Activity 5.

Emotional and Social Development

During the early school-aged years, it's only natural for girls to imitate their mothers and other girls, while boys imitate their fathers and other boys. This is an age where an understanding of femininity and masculinity become apparent, and children become very aware of the gender differences. Often boys and girls in the early school years identify very strictly with their own sex and don't want to do anything that might be thought of as typical of the opposite sex. This is the age, in other words, where girls might not want anything to do with what they might think of as a creature as disgusting as a boy, while the last thing a boy would want to be accused of is acting like a girl.

4. If possible, take some time and watch young school-aged children in a playground and notice their behaviour, their games, and the groups in which they get together to play. Observe the children carefully over a period of time and write down your observations. If you're working with a friend or classmate, try this together and compare notes. Then write your findings in a brief report of a page or so.



School-aged children also like the feeling of responsibility. They may, for example, want to help with things necessary to make the home operate smoothly. When tasks like this are given to children of this age, it's important that they be appropriate to the children's capabilities so that they result in a sense of accomplishment rather than frustration.

5. Take a few moments and come up with a list of at least **five** household responsibilities that a young school-aged child would likely be able to handle.

Compare your answer with the one in the Appendix, Section 1: Activity 5.

At this age, visits away from home to play with friends, eat a meal, or spend the night will usually help children gain confidence and a feeling of independence. This, along with going to school, is an important first step in the process of children becoming less reliant on their families for everything. Children of this age will also try out new foods and see routines at school and in other households and note how they vary from the ones at home. In ways like these, school-aged children can learn new skills and test them in relating to adults outside their families.

During the school-aged years, children may develop strong preferences in food or the way in which food is prepared and served. This is a process whereby they're learning to make choices and identify themselves with the choices they've made. But being able to make decisions doesn't always come easily; one thing parents and caregivers can do to help children improve in this area is to allow them (to the degree that it's possible) to select clothing to buy and decide what to wear each day.

Many parents wonder about giving children this age an allowance. Some experts feel that giving a regular allowance to children in this age group provides them with a very worthwhile educational experience. It gives them realistic, first-hand experience in planning how to spend money, how to get full value for what they spend, and how to save for important purchases. It also provides a natural opportunity to learn basic arithmetic in a practical, realistic context. Most experts agree, however, that an allowance shouldn't become a bargaining tool for good behaviour or a reward for good grades. Rather, it should be a sensible amount of money, given on a regular basis, that can provide a learning experience that allows children to make their own choices and learn from their mistakes.

6. You may receive an allowance yourself, and perhaps you've done so for many years. If so, what are your thoughts on the issue? When writing your answer, consider questions like these:

Communication

- What is an appropriate amount for a child's allowance?
- Should an allowance depend on doing chores and household duties, or should it be given regardless?
- Should children be expected to buy certain items with their allowance, or should they have free rein to spend it any way they wish?

Compare your answer with the one in the Appendix, Section 1: Activity 5.

Another issue that naturally arises during this period concerns the appropriate age at which children should start school. No matter how bright a child may be, being able to deal with school and other children requires a certain amount of maturity. A child who is intellectually developed but emotionally immature may not be ready for school, even though he or she could easily handle the actual schoolwork.

I agree with that. My parents thought I was a pretty bright kid, so they got me into grade one while I was still five. (My birthday is in December.) The other kids were all better coordinated than I was and made fun of the fact that I couldn't do things like use scissors properly. I think they could also concentrate longer on their work and they were more psychologically ready to deal with the pressures of school. I used to cry every night at home and swear I'd never go back. When I have kids of my own, I'm not going to be in any hurry to push them into school before they're ready.

School isn't only a centre of academic work; it's also a social centre. Competition and conflict with classmates take place daily, along with positive interaction. Children's social acceptance or rejection is important and often affects how well they learn. Anyone who remembers being the victim of a classroom or schoolyard bully knows how hard it can be to take part in school activities, enjoy being with classmates, and develop to full potential.

Problems in a child's social life are generally much harder to solve than most of the other problems that children can experience at this age. A child can't be forced to like another child, and unpopular children can have a miserable time at school. Even more importantly, this negative experience can continue to plague some people all their lives, causing them to feel inadequate, unattractive, and somehow just not as good as other people. Sometimes parents can help their children learn skills that can help them fit in better with their classmates—skills like how to share, how to emphasize the positive, and how to communicate effectively and politely. But if the problem is one of simple maturity, time is what the child really needs.

▼

sibling: *brother or sister*

▲

Innovation

7. Think back to your own early years in school—or, if those memories have grown dim, think of a younger **sibling's** experience in the primary grades. Were there any social problems that were due to immaturity or an emotional issue that hadn't been resolved? Was there any bullying? Were there problems with fitting in? If so, describe the situation and then explain what steps you might take if you were the parent or teacher of a child experiencing similar problems.

Compare your answer with the one in the Appendix, Section 1: Activity 5.

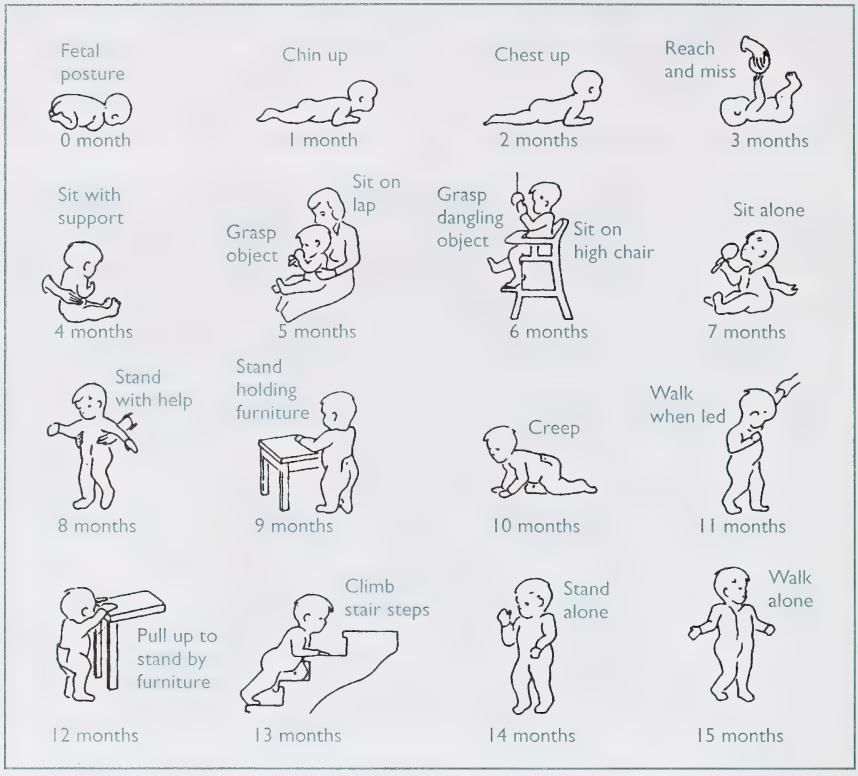
That's your look at children in their early years of school. Of course, students in the higher elementary grades are by no means grown up, but this is as far as you'll be going in this course. If you're interested in learning about issues affecting older children and teens, you'll find many books on these topics in your library. You could also consider taking Community Health 2010: Adolescent Health Issues.

FOLLOW-UP ACTIVITIES

If you had difficulty understanding the concepts in the activities, it's recommended that you do the Extra Help. If you have a clear understanding of the concepts, it's recommended that you do the Enrichment.

Extra Help

In this section, you've learned a good deal about the development of children, but you may be having trouble pulling it all together. If so, take a look at the diagram that follows, which summarizes some of the major changes that occur in a child's first 15 months.



[1]

1. Now that you've familiarized yourself with the chart, use it to decide what age group a child who has **all** the following motor skills would likely belong to.

   - grasps a bottle and own feet; starts to clap hands
   - sits alone
   - bears whole weight while supported; will bounce when held standing
   - adjusts posture to reach object; stands holding onto furniture

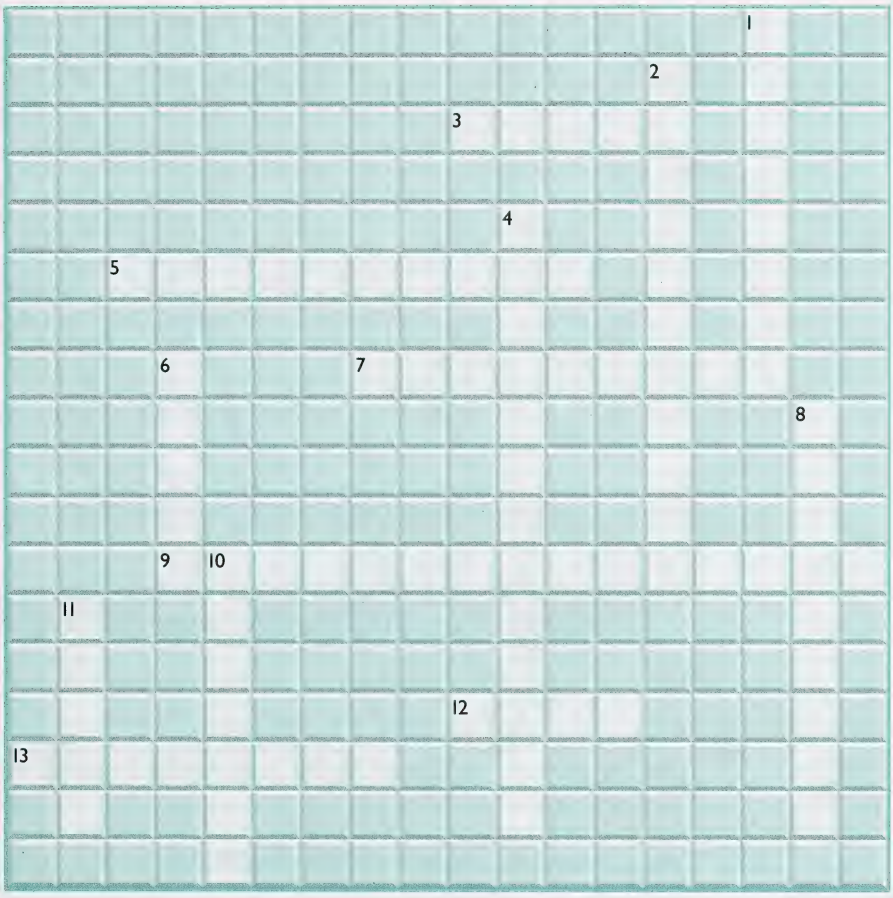
2. During the first month of life, an infant likes to listen to voices, gaze intently at faces, be cradled and fed, and allowed to sleep. At this stage of development, research indicates that babies learn more quickly when parents and caregivers provide a warm, loving response to their physical needs.

   Suggest at least **five** things parents and caregivers of children this age can do to provide the right kind of care and thereby create a positive learning environment.

[1] M. M. Shirley, *The First Two Years: A Study of Twenty-Five Babies, Volume 2* (Minneapolis: University of Minnesota Press, 1933). Reproduced by permission.

3. Language development is crucial in children's development. Imagine that you're the parent or caregiver of a child in his or her first few years. Suggest at least **five** things that you could do to encourage the child's language development.

4. You've had a certain amount of terminology given to you in Section 1. Test yourself on it by completing the crossword puzzle that follows. Try to do it without looking back, but be sure to review any terms that give you trouble.



Clues

Across

3. a scale used to measure the physical condition of a child at birth

7. the openings in the bones of a baby's skull

9. a fear of unfamiliar people that many babies develop at about eight months

12. parallel _____: a form of behaviour whereby children engage in activities by themselves in the presence of other children

13. to make sounds with the voice

Down

1. children up to one month old

2. a response of newborns to close their fingers over anything touching their palms

4. a response of newborns to turn toward objects touching their faces and begin sucking

6. _____ motor skills: control over large muscles to perform acts like walking

8. an elastic tissue that makes up most of the skeleton of newborns

10. a child between the ages of one to three years

11. _____ skills: the ability to use and control voluntary muscle groups

Compare your answers with those in the Appendix, Section 1: Extra Help.

Enrichment

Task Management

Do **one or more** of the following.

1. Most of the things newborns do are reflex actions. Reflex behaviour doesn't require learning and can easily be observed in a normal child by presenting the appropriate stimulus. If the stimulus is provided, the response occurs.

   Using resources on early childhood development in your library or on the Internet, do some research and determine what the stimulus would likely be for the following reflexes. Some will be obvious; others will require a bit of research.

   a. sucking
   b. swallowing
   c. sneezing
   d. Moro reflex
   e. Babinski reflex
   f. toe grasp
   g. palmary grasp
   h. stepping reflex

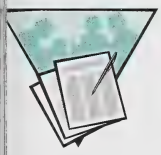
2. In Activity 4, it was pointed out that preschoolers often begin to show signs of stress. The fact is that children of all ages can suffer from stress. In response to this, the Psychology Foundation of Canada, in conjunction with other partners, has developed a program called "Kids Have Stress Too!"

   If you have access to the Internet, you can learn more about this program by accessing the website of the Psychology Foundation of Canada. The address is **http://www.psychologyfoundation.org/**. In a few sentences, explain why the developers of this program see it as necessary and describe what it's intended to do.

Task Management

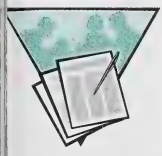
3. If you have access to two or more babies at least six months apart in age, record the sounds they make. Then listen carefully to your recordings several times and try to pick out similarities and differences. Listen also for any words the children are starting to use. Write your observations in a report of no more than one page.

Communication



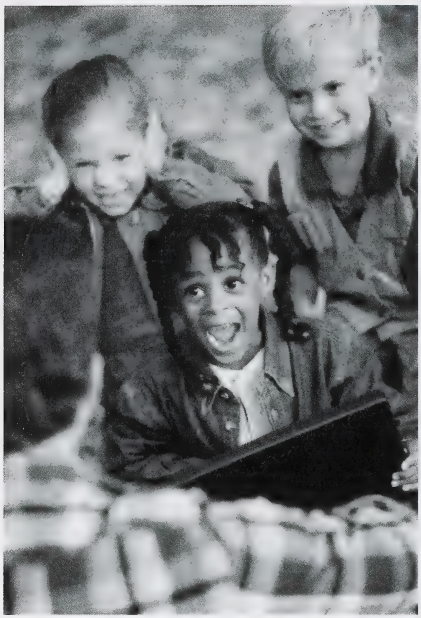
4. Do some research into your own first few years and write your findings in a short autobiography. Think back to the things you recall, talk to your parents and other older family members, and go through any baby albums or photograph collections of your childhood. Try to highlight special events, such as your first step or your first word. Include any significant occurrences, such as injuries, childhood illnesses, and events that were so important that you recall them today.

Communication



Compare your answer with the one in the Appendix, Section 1: Enrichment.

CONCLUSION



In this section, you've looked into the physical, mental, and social development of children from birth to the early grades of school. This information should help you understand and anticipate the progress children make as they grow from infancy toward adulthood.

It's been pointed out several times throughout the activities in this section that all children are different and they develop at different rates. This can't be over-stressed in a course like this since it's so easy to look at the development of an individual child, compare with a standardized formula, and worry if the two don't quite match. While it's important to be able to gauge a child's development in order to spot real problems early on, it's also important to let each child develop at his or her natural pace—and to leave the diagnosing of problems up to professionals.

You now have some familiarity with the typical developmental pattern of children. How can a parent or caregiver best help a child at each stage to maximize his or her potential to develop into a well-rounded, accomplished adult? It's this issue that you'll be looking at in the next section.

ASSIGNMENT

Turn to Assignment Booklet A and do the assignment for Section 1.

Children and Their Needs

HOW often and what should a newborn eat? Should a five-year-old be allowed to ride a bike without supervision? How do you know when a child needs medical attention? These are some questions that parents and other caregivers must be able to answer. In fact, lack of knowledge or inattention to questions like these has caused some young children to die.

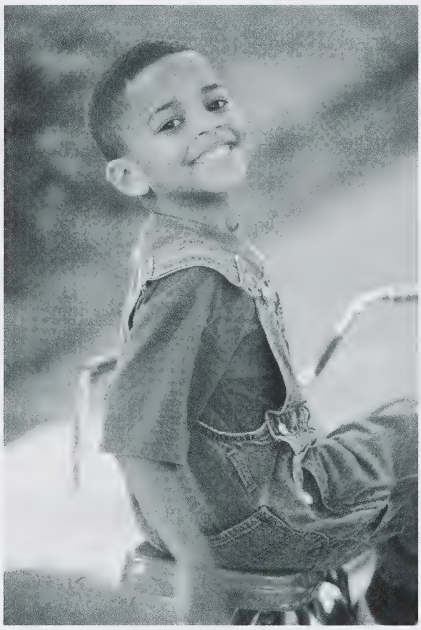
Children need to be nourished, cared for, and made to feel wanted and safe. If parents know children's nutritional needs, they'll be better able to ensure that they're physically healthy. If they provide love and attention, they'll be able to fill their children's emotional needs. Keeping the home as safe as possible and providing appropriate supervision ensures that their children are safe and feel wanted and secure.

In Section 2, you'll examine the needs of children and how to provide them. You'll be able to describe what experts have said about child development, explain the importance of nutritious foods, and identify other things that parents and caregivers can do to ensure that children grow up to be as healthy as they can be.

SECTION 2

ACTIVITY 1

What the Experts Say



Many experts have theories about how to raise children. At first, the fact that academics have come up with different theories about how children ought to be raised might strike you as very odd. After all this is something that people have been doing as long as they've existed; surely we've got it down pat by now. Besides, if anyone's an expert in this area, shouldn't it be parents and professional caregivers, rather than intellectuals and academics?

Interestingly, how to raise children best is one of those topics that continuously generates a great deal of controversy. It's possible that you're aware of some of the issues that keep coming up. Is it best to spare the rod and risk spoiling the child, or do children sometimes have to be physically punished? Is it most important to help children develop a sense of self-esteem, or should praise and rewards be granted only for genuine accomplishment? Should young people lead tightly structured lives full of music lessons, organized sports, and enrichment activities, or is it more important to let them have fun and develop their own powers of creativity through old-fashioned unorganized play?

Questions like these can sometimes generate surprisingly heated debates. Many different ideas about what's best for children have been put forward over the years. These ideas are generally based on theories of how children develop, and these theories are, in turn, founded on observations of developing children. This course can't go into any of these theories in depth; but in this activity, you'll be taking a very brief look at what three highly influential theorists have had to say. You'll look at the theories of the following people:

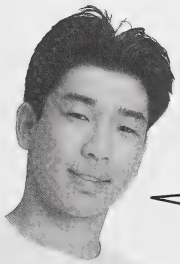
- Jean Piaget
- Lawrence Kohlberg
- Erik Erikson

Much of the information provided in guidebooks for parents and other childcare workers has been based on the work of these theorists.

Jean Piaget

Some of the most influential ideas about how children learn were developed by Jean Piaget, a Swiss psychologist who lived from 1896 to 1980. Piaget outlined a number of distinct steps or stages that children go through on the road to adulthood. These stages are determined by the way children process, store, retrieve, and use information.

Piaget saw children as active learners, and he maintained that learning can take place only when children can actively adapt their present knowledge to include new pieces of information. For example, his research indicated that a preschool child needs to learn with objects or activities. According to his theory, any other methods of teaching a child this age (such as one relying on concepts and abstract ideas) would be largely a waste of time and effort on the part of the teacher and a source of frustration for the child. As children get older, they develop the ability to use words and numbers to represent ideas. At this point, they're ready to deal with ideas and abstract concepts.



That certainly makes sense to me. I remember that whenever I tried to reason with my little brother, my father always said "You're wasting your time on the prerational." I guess he was basically right—a kid that age just isn't ready to understand logic and arguments.

Piaget identified four developmental stages. Each stage is characterized by different perceptions of the world and adaptations to it. Piaget's work makes very specific predictions about how average children will function intellectually at different age levels; however, he always emphasized that the sequence of intellectual development was more important than achievements at specific ages. In other words, as long as a child is working through the natural sequence of stages, it doesn't matter all that much if that child is going at a faster or slower rate than another child.

Piaget's first stage, which usually lasts from birth to about age two, he called the **sensorimotor period**. At this stage, children learn through the senses and by actually doing things. It's now that a child begins to realize that objects have an identity and exist even when they're out of sight.

ensorimotor period: *ccording to iaget, the first tage in the levelopment of nderstanding, ormally lasting rom birth to the ge of two years*

pre-operational period: *according to Piaget, the second stage in the development of understanding, normally lasting from the age of two years to seven years*

The second stage, which Piaget called the **pre-operational period**, normally spans the ages of two to seven years. Children at this stage rely on perception; logic is still foreign to them. Piaget used several experiments to support this theory:

- **Experiment 1:** Piaget poured two 250-mL glasses of water into two separate containers, one a tall, thin glass and the second a short, wide one. He then asked individual children, who had watched him do the pouring, which glass contained more water.

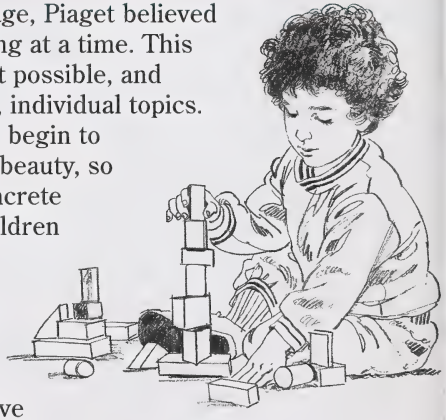
- **Experiment 2:** He used two identical triangles cut out of a cardboard square by cutting the square diagonally. He asked the children to make a larger triangle with the two pieces. He then asked if the new triangle was bigger than the original square.

Task Management

1. Think of children in the pre-operational stage (between the ages of two and seven), and predict the response they would likely give to **each** of Piaget's experiments. Better yet, if you have the opportunity, conduct the experiments yourself with one or more children in this age group and record their responses.

Compare your answer with the one in the Appendix, Section 2: Activity 1.

While children are in the pre-operational stage, Piaget believed that their concentration is limited to one thing at a time. This means that complex mental acrobatics aren't possible, and teachers must focus their lessons on simple, individual topics. It's during this period, though, that children begin to understand abstract terms such as love and beauty, so they're no longer limited to dealing with concrete objects. At this stage, Piaget discovered, children tend to solve problems by pretending or imitating; and, at times, they may not understand the difference between reality and make-believe.



2. Children in the pre-operational period love to act out situations. Bearing this in mind, suggest several items to place in a dress-up box for children of this age.

3. Would you try teaching a five-year-old child the concept of multiplying or dividing numbers? Why or why not?

Compare your answers with those in the Appendix, Section 2: Activity 1.

oncrete-perations eriod: *ccording to iaget, the third tage in the evelopment of nderstanding, ormally lasting rom the age of 7 ears to 11 years*

ormal-perations eriod: *ccording to iaget, the fourth tage in the evelopment of nderstanding, ormally lasting rom the age of 12 ears to 15 years*

In the third stage, which Piaget called the **concrete-operations period**, children aged 7 to 11 realize that operations can be reversed, and they begin to understand the processes of addition, subtraction, multiplication, and division. During this period, children also learn to classify objects, such as animals or foods, into categories. They now begin to communicate thoughts and ideas and start to use logical reasoning to solve concrete problems.

Finally, Piaget placed children aged 12 to 15 in what he called the **formal-operations period.** At this developmental stage, abstract thinking allows individuals to make future plans and goals. By the time they've reached this point in their development, young people have advanced in their ability to organize classes and categories of information. They've begun to reason scientifically and can understand and develop general theories.

4. What you've been given is a sketchy overview of Piaget's ideas about how children's rational processes develop. Based on this overview, what are your thoughts on Piaget's theories? Do they reflect your experience with children? Explain your answer.

Compare your answer with the one in the Appendix, Section 2: Activity 1.

Along with his ideas about how children's powers of reason develop, Piaget also made observations about the moral stages children go through as they mature. His theory on children's understanding of how rules work in games and they way they use them follows:

- Before the age of three, children don't understand rules or play according to them. They want to do whatever they choose.
- Up to the age of eight, children believe that rules come from a high authority, but they're often willing to break or change them any way if they think it would benefit them.

- Up to the age of 12, children understand the social nature of rules and choose to adhere to them rigidly. They consider rule-breaking in games as cheating and inherently blameworthy. Still, different children playing together may have rather different ideas of just how the rules work.

- After the age of 12, children have a complete, mature understanding of rules. They realize that rules are made in order to make a game work, and they understand that rules may be changed by mutual consent.

Along with observing how children understand rules, Piaget made use of another technique for investigating the process of moral development in human beings. His method was to tell children stories and ask them to make judgements about the good or evil of the characters in them.

5. Piaget told a child a story of another child who accidentally broke 15 china cups. Then he asked his listener to compare this situation with that of a child who deliberately broke a single cup.

   a. Which action would you consider to be more morally blameworthy? Give reasons for your answer.

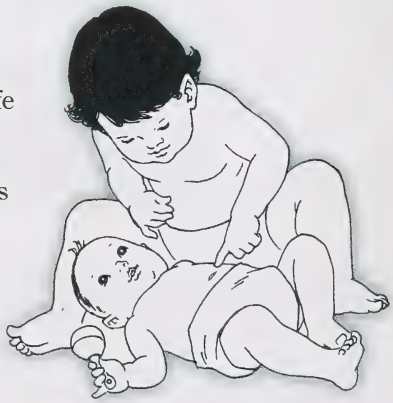
   b. How would you expect a child of six or seven years old to respond to this question? Why?

Compare your answer with the one in the Appendix, Section 2: Activity 1.

Lawrence Kohlberg

Piaget's idea that children's moral reasoning depends largely on their age and maturity level has been largely supported by research conducted by Lawrence Kohlberg, an American psychologist who lived from 1927 to 1987. While Piaget's studies focused principally on the intellectual development of children, Kohlberg's research centred more on their moral development.

According to Kohlberg's theories, children at birth have not developed morals, ethics, or honesty. Essentially, babies are totally self-centred creatures whose whole focus in life is satisfying their own needs. Morality is something that children must learn, and the family is the first source of development in this area.



Kohlberg divided moral development into three levels, each of which has two stages. The levels and stages are summarized in the following chart.

KOHLBERG'S LEVELS OF MORAL DEVELOPMENT		
Level 1: Preconventional Level (Value comes from what the child wants and control comes from outside; usually lasts to about age 10.)	**Stage 1:** Punishment and Obedience Orientaton	Goodness or badness is determined by the physical consequences of an action.
	Stage 2: Personal Reward Orientation	Children respond to rules to satisfy their own desires.
Level 2: Conventional Level (Value resides in pleasing others and following conventional rules; usually lasts to about age 13.)	**Stage 3:** "Good girl/ Nice boy" Orientation	Children do what is expected to gain approval and avoid rejection.
	Stage 4: Law and Order Orientation	Children respect authority, fixed rules, social order, and one's duty.
Level 3: Post-conventional/ Autonomous Level (Value resides in principles that individuals arrive at and enforce themselves; usually reached in adulthood.)	**Stage 5:** Social-contract/Legalistic Orientation	People are aware of individual rights, social order, and the need to live under legally determined laws.
	Stage 6: Universal Ethical Orientation	People guide their actions according to ideas of justice to all, human rights, and what their own consciences tell them is right.

6. Examine the preceding chart carefully. Where would you place yourself on it? Try to be honest.

7. According to Kohlberg, many people never reach the third level, even though this is the level of true morality. Many people, he believed, live their lives forming their moral judgements by following accepted rules and going along with the opinions of those around them. In your experience, does this seem to be the case? Give reasons for your answer.

Compare your answers with those in the Appendix, Section 2: Activity 1.

Kohlberg identified the level of moral development that individual children had attained by describing to them situations involving a moral dilemma. One example is the story of a man whose wife is dying but could possibly be saved if given a new drug developed by a pharmacist. The pharmacist wants a lot of money for the drug—far more than the husband can pay. Kohlberg then asked the children if they thought the man should steal the drug.

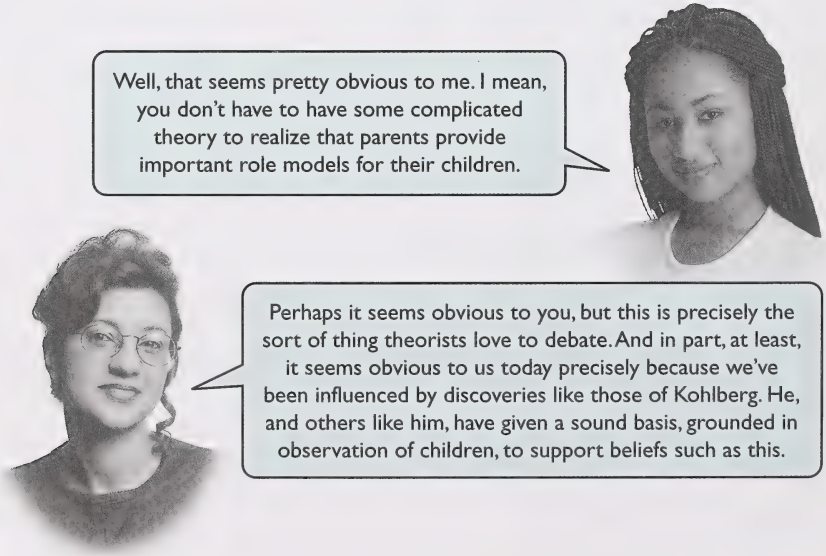
8. a. Consider this moral dilemma and give your own thoughts on what it would be right for the man to do.

   b. Now examine the stages of moral development as presented on the chart and try to determine where your response probably locates you on it.

Compare your answer with the one in the Appendix, Section 2: Activity 1.

Not everyone agrees with Kohlberg's theories. Some critics, for instance, feel that morality doesn't develop in stages at all, while others question the reliability of his testing. However, a number of conclusions have been drawn from Kohlberg's theories, many of which have direct application to raising and teaching children. For instance, applying Kohlberg's theory of levels reveals that people who operate at the lowest levels are the most likely to behave in ways that society considers "delinquent," while those who operate at the highest levels are most likely to be politically or socially active.

As well, the research carried out by Kohlberg and his followers indicates that children who have positive self-concepts are less likely than others to engage in behaviours that most people would consider immoral. Kohlberg's methods also show that the values and behaviour patterns of parents are highly instrumental in determining the values and behaviour patterns adopted by their children.


Well, that seems pretty obvious to me. I mean, you don't have to have some complicated theory to realize that parents provide important role models for their children.
Perhaps it seems obvious to you, but this is precisely the sort of thing theorists love to debate. And in part, at least, it seems obvious to us today precisely because we've been influenced by discoveries like those of Kohlberg. He, and others like him, have given a sound basis, grounded in observation of children, to support beliefs such as this.

Kohlberg also reported that discussing moral dilemmas in the classroom leads to improved levels of moral judgement. Other researchers following in his footsteps found that role playing and modelling what is right and wrong also promote higher levels of moral judgement in children. However, the researchers seem to agree that the single most important factor involved in progressing from lower to higher levels of morality is caring for others; but this can't happen until a child is emotionally mature enough to recognize that others have feelings just like his or her own. Teachers, parents, and child-care workers can all help children develop their moral natures by serving as positive role models, by discussing moral issues with children, and, most of all, by fostering in children a genuine interest in the well-being of other people.

9. Justine, a student in the primary grades, discovers that somebody has stolen her lunch money. A quick investigation reveals that the culprit was Naomi. If you were the teacher of Justine and Naomi, how might you use this situation to help Naomi progress in her moral development?

Compare your answer with the one in the Appendix, Section 2: Activity 1.

Erik Erikson

Researchers like Piaget and Kohlberg have established that a relationship exists between moral growth and emotional development. Another well-known researcher who investigated this area of child development is Erik Erikson. He researched, taught, and practised psychology for many years in the United States. Erikson died in 1994, a highly regarded figure in the world of psychology, in particular, in the area of childhood development.

Perhaps the principal emphasis of Erikson's theories about children's emotional development is the importance of a child's social environment. In other words, a great deal depends on the way in which children are raised and the environment in which they spend their early years.

Erikson divides human development into eight psycho-social stages. The first five span infancy, childhood, and adolescence, while the remaining three progress through adulthood.

Each of Erikson's stages is described in terms of a basic conflict that must be resolved if a person is to move on to the next stage. If one of these conflicts isn't satisfactorily worked out, the effects of this failure will be apparent in the personality for life. The chart that follows summarizes Erikson's eight stages of development.

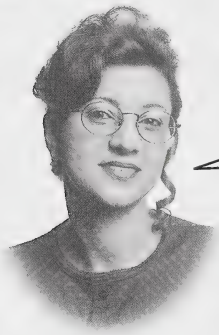
autonomy: *independence and freedom to make decisions*

generativity: *the concern for establishing and guiding the next generation*

ERIKSON'S DEVELOPMENTAL STAGES

	Stage	Approximate Age	Result if Conflict Resolved
Childhood Stages	Trust vs. Mistrust	0–18 months	feelings of trust, security, and comfort; willingness to explore
	Autonomy vs. Shame and Guilt	18 months–3 years	sense of having some mastery over the world
	Initiative vs. Guilt	3–6 years	discovery of who we are and a sense of responsibility for our actions
	Industry vs. Inferiority	6–11 years	sense of productivity, industriousness, accomplishment, and acceptance by peers
	Identity vs. Role Confusion	adolescence	sense of identity—of who we are as individuals
Adult Stages	Intimacy vs. Isolation	young adulthood	development of a loving relationship
	Generativity vs. Self-Absorption	maturity	assumption of responsibilities like parenting, work, and community involvement
	Integrity vs. Despair	old age	realization that life has meaning and acceptance of our lives as lived

I'm not sure I get it. What's this business of a conflict at each stage?



Erikson felt that at each stage there's a crisis—a struggle that must be resolved for successful development. For instance, in the fifth stage—adolescence, which you're in now—he felt that everyone struggles with the idea of who they are at this time of life. That's why things like **peer pressure** are so important at this time of life. Those who are successful mature and get on with life; but those who have greater problems can take a long time to accept adult responsibilities. They avoid making decisions, continue to act childishly, and generally put off adulthood. Most eventually make it, but some people in some ways may never really grow up.

peer pressure: *social pressure people feel to look, act, and think like other people in their age group*

10. What do you think of Erikson's ideas about adolescence? Is the great struggle in your life developing as an individual who's willing to accept responsibility and who's not afraid to resist peer pressure? Support your answer.

11. Erikson felt that each of life's stages is associated with an important event. For instance, parenting is the major event for the seventh stage. For which stage would each of the following events be crucial?

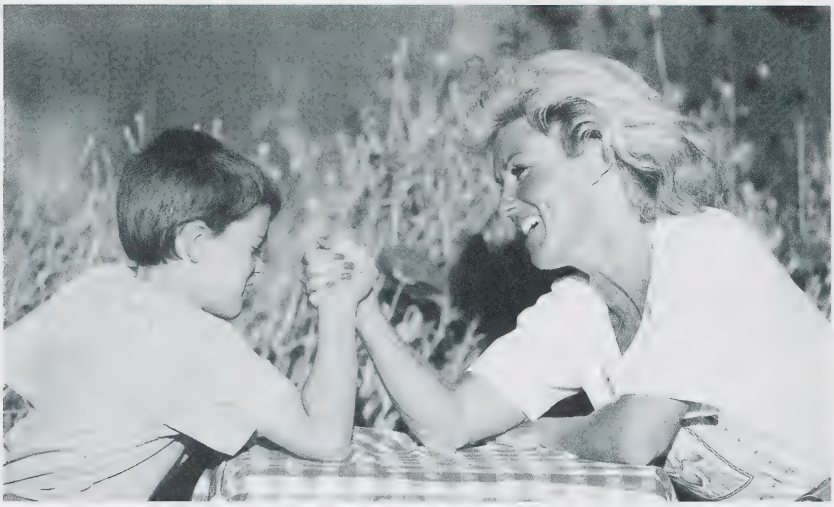
    a. going to school
    b. feeding
    c. developing peer relationships
    d. toilet training
    e. developing a romantic love relationship
    f. learning to walk

Compare your answers with those in the Appendix, Section 2: Activity 1.

In this activity, you've been given an idea of the sorts of things theorists investigate in the area of childhood development. If you have an interest in psychology, there's a great deal for you to study and think about in this area; however, the focus of this course is essentially of a more practical nature. In the next activity, you'll be starting to look at some of the things parents and other caregivers can do to ensure that their children are well looked after and have the best support they can for developing into healthy, happy, and whole individuals who are well-prepared to someday take their place in an adult world.

ACTIVITY 2

The Need for Love, Security, and Communication

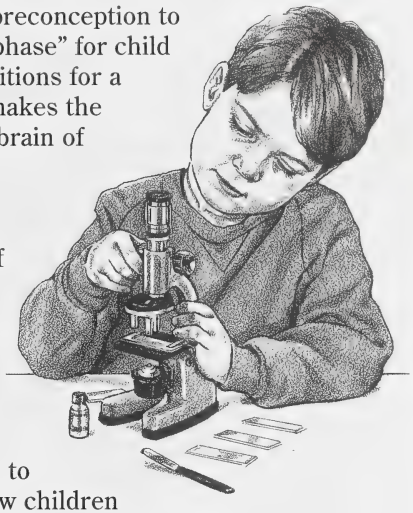


If you had to name the things that are most important for parents and other caregivers to give the children in their charge, you'd probably come up with things like food, water, and shelter. And, of course, you'd be right. Life can't exist without these things, and anyone responsible for a child must supply them.

However, modern research has produced increasing amounts of evidence to show that once these physical necessities are provided, by far the most crucial needs children have are to know that they're loved, to feel secure, and to engage in positive interactions with their caregivers from their earliest days. Just as a child's body needs food to grow, researchers now confirm that positive emotional, physical, and intellectual experiences from the child's earliest years are necessary for the growth of a healthy mind in a healthy body.

To some degree, this challenges parenting theories of the past. For instance, it was thought that the best way to raise independent, self-confident children was to bring them up without a lot of fuss and affection. This theory of child raising was applied to boys especially; if they were to grow up to be proper men, it was felt that they musn't be coddled. The dreadful experiences of many young boys brought up under an extreme version of this sort of thinking can read like horror stories today. Fortunately, in today's society most parents realize the importance of love and affection in the lives of their children; but still, it can never be overstated.

It's important to realize that providing young children with love, security, and positive interaction goes beyond furthering their emotional well-being. More and more research now indicates that it actually promotes physical brain development.



According to some researchers, the period of preconception to age five can be referred to as the "investment phase" for child development. Failure to provide optimum conditions for a child's development during this time actually makes the developing brain physically different from the brain of children who have been well nurtured. These differences can have lifelong consequences. Research on brain development indicates that everyone who cares for and meets the needs of young children can make a difference in the way a child learns, thinks, and behaves for the rest of his or her life.

The Reiner Foundation is an American organization that in recent years has been running a campaign (called "I Am Your Child") to raise public awareness of the importance of how children are treated in their early years. In particular, this campaign hopes to help people understand the importance of new brain research and its implication for children's healthy lifelong development.

While a great deal has been written on this topic in recent years, the literature developed by the Reiner Foundation (designed for the general public rather than academics) provides a particularly easy way to come to understand some of the recent discoveries of researchers. The foundation has developed the following ten guidelines to help parents and caregivers raise healthy, happy children who are confident, competent learners.

Guideline 1: Be warm, loving, and responsive.

Children who are given warm, loving care from caregivers who respond to them are more likely to feel safe and to trust the adults caring for them. These strong relationships are called *secure attachments* by researchers. These relationships are very important because they become the basis of all the future relationships children develop. Children thrive when they feel loved and secure.

Because young children experience relationships through their senses, it's important for caregivers to do things like caress, hold, rock, smile at, and talk to young children. Touch is an especially important sense—it stimulates the brain to release hormones that are necessary for growth.

1. Suggest at least **one** way a baby could experience a relationship through each of his or her senses. Try to suggest methods other than those mentioned in th preceding paragraph.

2. If you have experience looking after young children, describe your own observations about their need for physical contact, reassurance, and communication.

Compare your answers with those in the Appendix, Section 2: Activity 2.

Guideline 2: Respond to the child's cues and clues.

body language: *non-verbal communication by way of gestures, postures, and facial expressions*

Babies can't, of course, use words to communicate; and even as children develop language skills, **body language** remains a very important aspect of communication. Caregivers should become sensitive to the nonverbal "cues and clues" children send out. Among the "cues and clues" children use to communicate are sounds, movements, facial expressions, and eye contact (or the lack of it).

Research shows that children feel secure and become attached to their caregivers when those caregivers are aware of signals like these and try to understand them and to respond appropriately. The children start to expect, for instance, that when they smile at someone, that person will smile back—or that when they're obviously upset, someone will comfort them. This expectation develops into a confidence in the world and an ability to trust other people. This ability to trust is vital to future relationships.

3. What is your feeling about this need to meet the needs of young children? Do you feel, for example, that a baby or a toddler could become spoiled if all of his or her needs are met all of the time? Explain your answer.

Compare your answer with the one in the Appendix, Section 2: Activity 2.

Guideline 3: Talk, read, and sing to your child.

Back in Section 1, you read about the importance of talking with children—even with newborn babies. The idea of talking to a child who as yet has no understanding of the words you use probably struck you as odd, but the fact is that when babies hear you repeat words over and over, the areas of the brain responsible for speech and language development start to develop. Talking, singing, and reading to a child are important for brain development; they also provide a great opportunity for a parent or caregiver to develop a closer relationship with the child.

Research has shown that children whose parents or caregivers frequently talk to them during the day tend to develop language skills faster than other children. Reading has the same effect; you can read stories and point to things in picture books to very young children, even to newborns. By the time babies are about six months old, you can see their excitement as you read to them; their eyes will widen and they'll move their arms and legs when they see, for instance, pictures of other babies or familiar objects.

And, of course, as babies grow into toddlers, reading becomes even more important. It's especially important at this stage to read in ways that encourage children to participate in the activity. And remember, children love to read the same stories and hear the same songs over and over. Reading that dog-eared old book one more time may seem boring to you, but it likely won't be for the child. Children learn a great deal through repetition.

4. Why is it important to talk to or read to infants before they can talk?

5. Suggest at least **three** things someone reading to a toddler could do to encourage the child to participate.

Compare your answers with those in the Appendix, Section 2: Activity 2.

Guideline 4: Establish routines and rituals.

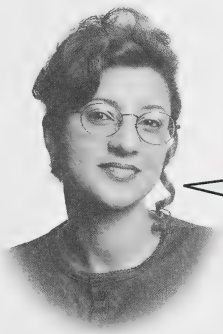
Little rituals and regular routines have been proven to be very reassuring for children, especially when they're associated with pleasure. For example, a toddler might know it's nap time because her mother closes the curtains and sings a lullaby. Positive experiences that are repeated over and over help children see structure in their lives, and hence develop a feeling of security. Repeated experiences of this sort actually form strong connections between neurons in the brain. Routines help children learn what to expect from their environments and how to understand their world. And children who have safe, regular, and predictable interactions with others have also been found to do better in school later on.

6. If you have younger brothers or sisters, identify some of the daily rituals in your family that help them structure their lives and feel secure in their worlds. If you don't have younger siblings, think back to when you were much younger. Can you remember some of the routines that helped put a friendly, predictable face on your world? If so, identify them.

Compare your answer with the one in the Appendix, Section 2: Activity 2.

Guideline 5: Encourage safe exploration and play.

As babies grow into toddlers, they begin to explore. While parents generally love to see their children develop new abilities and display a lively curiosity, this tendency to explore can make life more hectic. After all, it was a lot simpler to look after a baby who stayed where you put him or her than to keep an eye on a toddler who seems to be everywhere at once. Nevertheless, it's important for parents and caregivers to encourage children's explorations and provide a safe environment for them to explore in. This is how children learn. Of course, it's equally important to be there offering support when a child needs security rather than stimulation.



Along with exploration, children use play to learn a great deal about life. Don't make the mistake, as many people have done in the past, of thinking that childish play is just a waste of time. Play can be a highly educational activity—especially if children are allowed to be creative and to invent their own games and activities. Play is the work of children.

7. If you have the opportunity, watch one or more young children at play. If possible, observe them for some time. Can you suggest anything that their games may be teaching them about life?

Compare your answer with the one in the Appendix, Section 2: Activity 2.

Guideline 6: Make TV watching selective.

Research has shown that television alone can't teach a child how to use language or to communicate. These skills require interaction with real human beings. Other studies have indicated that the children who do best in school are those from homes where TV watching has been limited and where the shows that are watched have been carefully selected. One problem with television viewing is that it's a passive activity. In other words, viewers just sit there rather than participating. Another problem is that it can confuse very young children about what is real and what isn't.

Unfortunately, in our busy society, parents and other caregivers are often tempted to sit children down in front of the TV set and use it as a baby-sitter. If this happens frequently, children's learning seems to slow down. What they need is interaction, not passive entertainment. At the very least, caregivers should sit with the children while they're watching TV and talk about the shows they see.

8. a. What were the rules about television watching in your family when you were young?

   b. If you were raising a family of your own, would you adopt the same policies about television viewing, or would you change them? Give details and explanations in your answer.

Compare your answer with the one in the Appendix, Section 2: Activity 2.

Guideline 7: Use discipline as an opportunity to teach.

As children explore their worlds, it's important that limits be set and consistently enforced by supervising adults. Children have to know what's acceptable and what isn't. Different approaches to setting limits can work, but they must be designed to help children learn and grow. While enforcing the rules in a home, here are a few ideas to bear in mind:

- Tell children precisely what has to be done right at that time. ("I can see that you're playing, but now we have to go and pick up Daddy.")
- Redirect children's undesirable activities with language that's positive or at least neutral. ("You shouldn't be trying on Mummy's good clothes, but here are some old play clothes you can have fun with.")
- When you say no or discipline children, be sure they know that you aren't withdrawing your love. ("You know I'll always love you, but I'm not very happy with the way you're acting.")

- Tell children the reasons why you have certain rules. ("Don't play on the stairs; you could fall and hurt yourself.")
- Be very specific when asking children to do things, and don't give complicated instructions. ("Put away your cars and trucks now," rather than "Clean up your mess.")
- Set definite limits and boundaries, but let children know that you understand their feelings. ("You musn't hit your brother even if he has made you angry.")
- Make sure children understand that what they do affects other people. ("You know, you really hurt Rebecca when you hit her. How would you feel if she hit you that hard?")

- Encourage children to communicate verbally. ("Why don't you tell Nathan that you don't like it when he hits?")
- Give praise for good behaviour. ("You've done a wonderful job cleaning up your cars and trucks. Thank you for being so helpful.")

9. Max seems to have problems controlling his temper when around other children. He often hits them, takes their toys away, and has temper tantrums. One day, you witness Max punching Angelina and grabbing a stuffed toy away from her. Describe how you would handle this situation.

Compare your answer with the one in the Appendix, Section 2: Activity 1.

Guideline 8: Recognize that each child is unique.

Children have different personalities, and they develop at different rates. This means that some children will feel they're not as capable as others, and the feeling of low self-esteem that results can breed a defeatist attitude. It's important to remember that the ideas and feelings children have about themselves are related to the attitudes their caregivers have toward them. When children receive sincere praise from their caregivers, they feel better about themselves, their self-esteem improves, and they face new challenges more positively.

10. Schools, especially elementary schools, stress the development of self-esteem in pupils. One aspect of this is that teachers make a point of praising students for their accomplishments whenever they can. Critics of this approach maintain that constant praise of this sort, unconnected to real effort and accomplishment, teaches the wrong lessons. Children will learn, these critics say, that real effort makes no difference; they'll get praised no matter how hard they work.

    What do you think? Should teachers, parents, and caregivers stress building self-esteem and praise children even when their accomplishments really aren't exceptional, or should they reserve their praise for things that genuinely show that a child has put in real effort and hard work? Give reasons for your answer.

Compare your answer with the one in the Appendix, Section 2: Activity 2.

Guideline 9: Choose quality childcare and stay involved.

For a parent who can't stay at home and look after a young child, choosing a child-care provider is a very important matter. Parents should visit daycares, for instance, and watch how the workers treat the children there. If they aren't providing a clean, safe environment and using the methods outlined in the preceding eight guidelines, the parents should look elsewhere. Everyone who interacts with young children regularly has a profound effect on them, and parents shouldn't be in a position where they're having to try to undo damage caused by poor caregivers.

11. The National Association for the Education of Young Children, an American organization, recently published a list of features that parents should look for in choosing a preschool for their children. For example, one thing to look for is that children have the chance to play outdoors every day. (Remember, this is an American organization; modifications might have to be made here in view of Alberta's winters!) You can get a copy of this brochure by accessing the association on the Internet.

Take a few minutes and try to come up with a list of at least **five** more things you'd advise parents to look for. If you can, brainstorm ideas with a friend or classmate.

Compare your answer with the one in the Appendix, Section 2: Activity 2.

Guideline 10: Take care of yourself.

Parents and other caregivers are the ones who young children rely on to provide for their needs, so it's important that they remain healthy. Caregivers who are exhausted can easily become irritable, and they won't have the energy levels needed to deal positively with the children under their care. This can only have a negative impact on the development of those children.

Of course, a great deal more can be said about the dos and don'ts of working with children, but this quick overview will serve to give you a basic idea. Naturally, the best way to learn how to care for children is to practise. Whenever you get the chance—for instance, when you're baby-sitting—try to put some of these guidelines into effect and watch closely for the results you get. Keep fine-tuning your techniques, and toss out the ones that don't work for you. Remember, all the theory in the world won't do any good if you can't put it into useful practice. Raising healthy, happy children is ultimately the only test of what works well and what doesn't.

ACTIVITY 3

The Need for a Healthy Diet

- "You haven't eaten your vegetables."
- "You're eating far too much pop and candy, young lady. You're going to rot your teeth."
- "You really should try to eat a well-balanced diet, you know—and to cut way down on the junk food."

How often have you heard your parents say things like this? Probably far too often in your opinion. But the truth is that they're absolutely right; the more research that's done, the stronger the case is that good nutrition plays a huge role in how healthy people are, how well they feel, and, quite possibly, how long they're likely to live. And the need for good nutrition begins at birth (actually, before birth, but that discussion lies outside the scope of this course).

In this activity, you'll be looking at the nutritional needs of young children and how those needs can be met. But first, how much do you know about the nutrients your body needs in general? An easy way to get a good basic idea is to consult *Canada's Food Guide to Healthy Eating*, produced by Health and Welfare Canada. Following is a page from *Canada's Food Guide*. Look it over, and answer the questions that come after it.

CANADA'S

Food Guide

TO HEALTHY EATING

FOR PEOPLE FOUR YEARS AND OVER

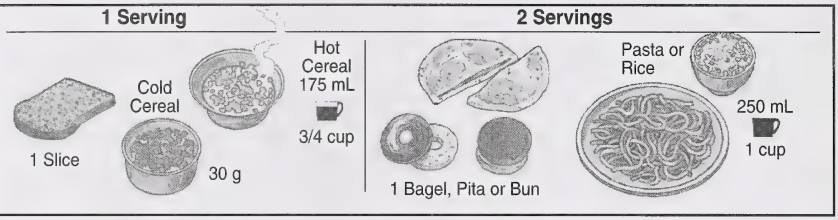
Different People Need Different Amounts of Food

The amount of food you need every day from the four food groups and other foods depends on your age, body size, activity level, whether you are male or female, and if you are pregnant or breast-feeding. That's why the Food Guide gives a lower and higher number of servings for each food group. For example, young children can choose the lower number of servings, while male teenagers can go to the higher number. Most other people can choose servings somewhere in between.

Grain Products

5–12

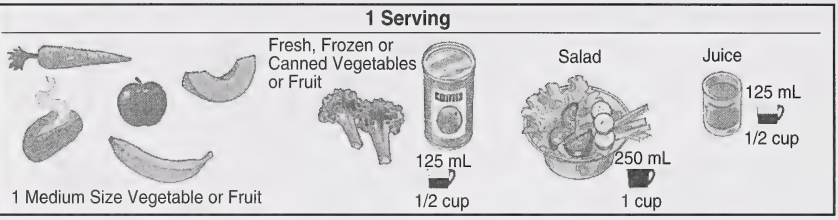
SERVINGS PER DAY



Vegetables & Fruit

5–10

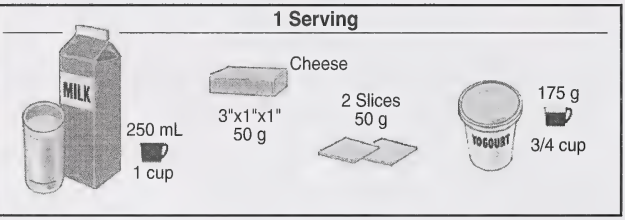
SERVINGS PER DAY



Milk Products

SERVINGS PER DAY

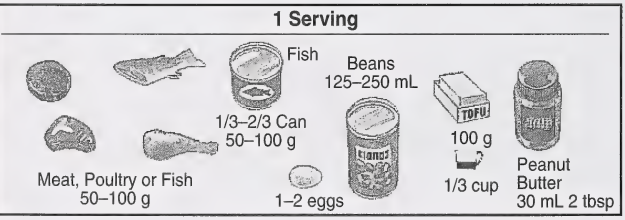
Children 4–9 years: 2–3
Youth 10–16 years: 3–4
Adults: 2–4
Pregnant & Breast-feeding Women: 3–4



Meat & Alternatives

2–3

SERVINGS PER DAY



Other Foods

Taste and enjoyment can also come from other foods and beverages that are not part of the four food groups. Some of these foods are higher in fat or calories, so use these foods in moderation.

Enjoy eating well, being active and feeling good about yourself. That's VITALITÉ®

[1]Health and Welfare Canada, *Canada's Food Guide.* Reproduced with the permission of the Minister of Public Works and Government Services Canada, 2002.

1. Using the *Food Guide*, suggest an appropriate number of daily servings in the following situations.

   a. grain product servings for 17-year-old Joel, a competitive swimmer

   b. vegetable and fruit servings for Therese, a 30-year-old accountant who doesn't get a lot of exercise

   c. milk-product servings for eight-year-old Afi

   d. meat and alternative (fish, tofu, eggs, etc.) servings for five-year-old Kenji

Compare your answer with the one in the Appendix, Section 2: Activity 3.

Now that you're thinking in terms of diet, nutrition, and food groups, it's time to look more specifically at the dietary needs and eating habits of children of various ages. The material that follows will briefly examine this issue for children from birth up to the early school years.

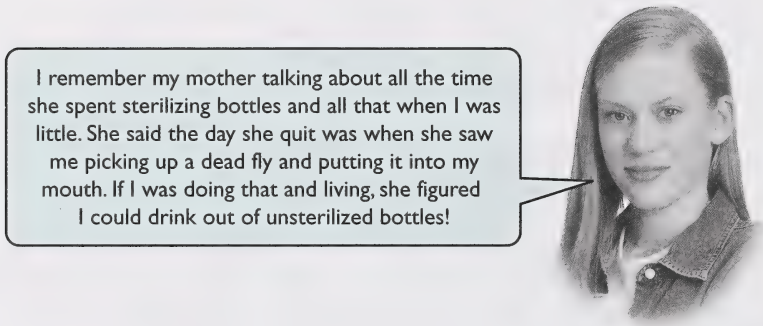
Newborns and Infants

Virtually all the experts agree that the ideal food for babies is breast milk. After all, this is the food that nature developed specifically to nourish infants until they can eat other things. Not only does breast milk contain the nutrients infants need—and in the right proportions—but it has also been shown to provide protection against illness and allergies. **Note:** What a mother eats affects her milk. It is therefore important that, just as during a pregnancy, mothers eat nutritious foods and avoid smoking and consumption of alcohol.

Breast feeding is generally recommended for the first 9–12 months of life. Sometimes, however, this isn't possible. In this case, infant formulas "with iron" are the next best choice. Formula should be used for at least the first nine months, and it's important that they have at least 0.7 mg of iron per 100 mL. Some formulas are milk-based, while others use a milk substitute such as soy protein. These latter formulas are useful for babies with an allergy to cow's milk, but it's important to be sure they contain the nutrient balance that babies need.

When preparing formulas for infants, it's important to consider the following points:

- Bottles, utensils, and water should be sterilized (boiled for five minutes) until babies are at least four months old.
- Always follow the directions for preparation carefully. Adding too much water will dilute the nutrients and won't provide the nutrition a baby needs. And adding too little water denies the child the fluids he or she requires.


I remember my mother talking about all the time she spent sterilizing bottles and all that when I was little. She said the day she quit was when she saw me picking up a dead fly and putting it into my mouth. If I was doing that and living, she figured I could drink out of unsterilized bottles!

Whole cow's milk shouldn't be introduced before the age of nine months because the high levels of protein and minerals it contains may place a strain on the baby's physically immature kidneys and digestive system. This can increase the risk of dehydration. As well, cow's milk is a poor source of iron. Because cow's milk is relatively high in fats, many parents are anxious to switch their children to 2%, 1%, or even skim milk. However, this should not be done until the child is at least two years old. Babies need the calories and energy contained in whole milk. And everyone, especially young children, requires some fat in their diets.

Of course, it's not long before an infant can begin consuming things other than milk or formula. Solid foods and juices can slowly be introduced after the age of about four months, though this can easily wait a month or two longer. Starting solid foods too early can trigger food allergies, sensitivities, overfeeding, digestive problems, and can interfere with milk intake. And starting babies on solids before their digestive tracts are ready for them won't help them—or their parents—sleep through the night.

Here are a few tips for switching a baby to solid foods:

- Introduce one new food at a time. Don't combine foods until the child has had each one individually. Begin with a helping of about 15 mL at a time.
- Try to present foods during a relaxed and settled mealtime. Allow plenty of time for feeding infants. And remember, babies will quickly pick up on any cues about family food likes and dislikes, so try to present new foods in a positive manner that conveys to the child that this is something good.
- Don't add food to milk in the baby's bottle.
- Don't add salt or seasonings. Don't give infants foods that are high in sugar—including brown sugar, molasses, jam, fruit drinks, or candy.

2. It's important not to give infants foods such as hard vegetables, fruit pieces, nuts, popcorn, weiners, or candy. Suggest a reason for this.

Compare your answer with the one in the Appendix, Section 2: Activity 3.

Toddlers

Toddlers can sometimes seem just like shorter versions of older children, but it's important to remember that there are things toddlers just can't do—or can't do well. For instance, they can't chew and swallow as well as older children. Also, when they eat, they tend to be messy, and they have trouble manipulating forks, spoons, and glasses. Note, too, that toddlers often feel more comfortable eating while seated in a high chair or booster chair; this way, they can access their food more easily.

Toddlers benefit from set meal times and snacks; the regularity seems to help them settle down. Another thing to note about children this age is that often their appetites fall off considerably and their growth rate slows down during the second and third year. This can sometimes worry parents if they aren't expecting it. Finally, remember that toddlers' stomachs are still small, but their energy needs are high, so plan snacks or meals every two to three hours during the day. Snacks should be nutritious and, if possible, should be made up of small portions from all four food groups.

3. Suggest **three** ideas for nutritious snacks for a toddler.

4. Check your kitchen cupboards at home or visit a grocery store and examine the ingredient lists on at least **three** or **four** cookie or snack-food packages. Decide if these prepared snacks would be good food choices for toddlers. Explain your reasons.

Compare your answers with those in the Appendix, Section 2: Activity 3.

During their toddler years, children form definite food preferences. For instance, a toddler may enjoy a sandwich cut in half but may refuse a sandwich with the same filling if it's been cut diagonally. Toddlers prefer foods they're familiar with.

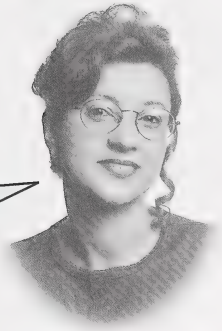
Toddlers are known for doing things like announcing they aren't going to eat precisely at mealtime. This is something parents should learn to expect; they should try to avoid begging, threatening, or playing games to convince their children to eat. When toddlers say "no" to what used to be their favourite food, they're beginning to test a new sense of control over their worlds as individuals.

Another favourite trick of many toddlers is asking for cookies or treats shortly after having eaten little or nothing at mealtime. When this happens, parents and caregivers should not give in to the request and simply tolerate the crying, whining, or any other tactics the child may use. By having regular meals and snacks at set intervals, a toddler will have time to get hungry between these times, but there's no danger of going without food for too long. This hunger will often increase the chance that the child will try new foods.

Sometimes, however, toddlers can lose their appetites for an extended period. If a child continues not being hungry at snack time and mealtime, check his or her juice and milk consumption; chances are the child is filling up on fluids like these. If so, try offering water to quench the child's thirst instead, but be prepared for some resistance. Milk and juice given between meals can be surprisingly filling.

Milk needs at this age are approximately 500 to 750 mL a day. Vegetable and meat requirements are about one-fourth that of an adult. Most experts agree that toddlers should be eating the meal prepared for the entire family. They should be encouraged to try all the foods at the table, but pressure to do so usually backfires. It's a good idea to always include some bread with every meal.

OK, so it's not advisable to pressure a kid that age to try new foods. Does that mean the opposite tactic is good—reward them for eating something new?



That's a good question. Rewards do seem to work better than pressure. I think the carrot is always a better idea than the stick. But, interestingly, research has shown that rewarding toddlers for trying new foods often interferes with their learning to actually like them. Children who are allowed to approach food on their own are more likely to try it again.

That makes sense. I mean, if you reward children—say with sweet desserts—for trying new foods, then you'll be teaching them to like the dessert more and the new food less. They'll end up seeing the new food as the sacrifice they have to make to get the reward.

The following chart outlines some of the changing eating skills and behaviours you can expect from a child aged one to three years.

HOW A TODDLER EATS

From 12 to 18 Months

- eats a variety of nutritious foods
- likes eating with hands
- drinks from a cup
- uses spoon and fork awkwardly
- turns spoon in mouth
- wants foods others are eating
- loves performing
- tries different behaviours to see how you'll react

From 18 Months to 2 Years

- may eat less
- likes eating with hands
- likes similar patterns, routines
- finds rituals important
- likes trying foods with different textures
- displays food likes and dislikes
- is easily distracted
- uses spoon and fork with more skill
- has very clear ideas about eating
- doesn't chew food well; choking is a hazard

Two Years Old

- has definite likes and dislikes
- can be very demanding
- eats less as growth slows down
- chews food more, but choking still a hazard
- considers rituals even more important
- likes to "help" in the kitchen
- holds glass or cup with one hand
- places spoon straight in mouth
- dawdles over food at times

Three Years Old

- has improved appetite and interest in food
- may prefer raw vegetables to cooked ones
- asks for favourite foods
- may demand only one particular food for a few days (food "jags")
- eats well with a spoon and fork
- can pour liquids from a small pitcher
- is influenced in preferences by commercials, family, and friends
- likes playing food preparation and serving games
- chews most food

5. Explain how you would react to each of the following situations. Give reasons for your answers.

   a. The 14-month-old you're looking after constantly drops her cup onto the floor and watches you pick it up. You suspect she's doing it deliberately.

   b. The 20-month-old you're caring for loses his appetite and doesn't have as much interest in food as before.

   c. The two-year-old you're responsible for insists on feeding himself even though half the food ends up on the floor.

   d. The three-year-old you're feeding won't eat anything but macaroni and cheese for five days in a row.

Compare your answer with the one in the Appendix, Section 2: Activity 1.

Preschoolers

Preschoolers have a natural curiosity. They like to explore, enjoy, and share their food. Preschoolers eat with a purpose. They have fluctuating appetites that vary with growth spurts. Some preschoolers will love company and will often copy other people's food preferences—those of friends, for instance, or older siblings. Chewing and swallowing is still somewhat immature at this age, so parents and caregivers should remain alert to the danger of choking.

Like toddlers, preschoolers still need to eat frequently and with smaller portions. Their servings should normally be about half of an adult-sized portion, though naturally this will depend on such factors as age, body size, activity level, growth rate, and appetite.

Some of the common food concerns for this age group are as follows:

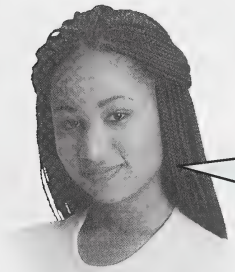
- refusing to eat
- going on food jags (A preschooler may eat only one or two foods for a while.)
- being a fussy eater (A child may not be willing to try new foods.)
- having poor appetite altogether
- dawdling over food (A child with this problem typically plays with the food rather than eating it.)
- developing food rituals (A child may insist on routines around meals such as playing airplane with the carrots or burying the butter inside the mashed potatoes.)

Many factors play a role in shaping a child's food habits during this age. At first, the family is the main influence. Parents and other family members can help preschoolers accept foods by doing things such as the following:

- being good role models (for instance, not skipping meals themselves)
- having meals served regularly
- making mealtime a happy, relaxed family event
- presenting foods in appealing ways (for instance, by combining different colours, textures, and shapes)
- offering small quantities of new foods with familiar ones
- serving new foods when the child is eating with his or her peers
- having the child help grow, buy, prepare, and/or serve food as much as possible
- being patient and continuing to offer new foods
- not using foods as a reward

As preschoolers grow and become more involved with activities outside the home and with other people, the community begins to have greater influence on them. It's important at this time for parents and caregivers to be aware of the new factors that are beginning to shape children's food habits. If they are aware, they can help guide those children to make the best choices possible.

For instance, at this age many children become more exposed to television and its advertising, so parents might try to watch with them and discuss the products being advertised, including food products. Hopefully, they'll be able to discourage their children from demanding some of the least healthy foods advertised. Parents can also help their children make good food choices by asking them to find products in a grocery store. Allowing children to choose which fruit to buy, for example, may help them choose to eat that particular food more. After all, they helped select it.



Do you really think that just by talking with your kid you can overcome the effects of all that advertising that goes on during children's TV shows? I mean, they make those disgusting foods look like so much fun kids figure they just have to have them.

I think that it can work sometimes. I remember when I was little, my father told me that they only advertise stuff that's no good because if it's good people will buy it without advertising. I admit that was a bit of an exaggeration, but at the time I bought it completely. For a long time I figured that anything I saw in a TV commercial was junk.

6. Your preschooler insists on eating a sweetened, bright pink and green cereal each day for breakfast because it's advertised every Saturday morning during the cartoons. What would you do about this situation? Give reasons for your response.

Compare your answer with the one in the Appendix, Section 2: Activity 3.

Just what kinds of eating and meal-related behaviours should parents expect of their preschoolers? Here's a list of some of them, broken down by age:

Four-Year-Olds	• prefer colourful and attractive foods • use a knife and fork and are good self-feeders • are able to eat hard foods like popcorn and nuts • would rather talk than eat • are interested in food and where it comes from • feel the influence of peers • may continue with food jags • are often motivated to eat by incentives (like growing up big and strong)
Five-Year-Olds	• can self-feed • see food as an important part of special occasions • prefer simple and non-spicy foods • feel an increasing pressure from social influences outside of home • may become fussy eaters

7. Breakfast is a very important meal for a young child's health. From what you've learned about preschoolers' eating habits, develop **two** breakfast menus to offer young children. Foods from at least three of the four food groups should be offered.

Compare your answer with the one in the Appendix, Section 2: Activity 3.

School-Aged Children

When children begin school, their nutrient requirements generally increase. At the same time, unfortunately, the time they have to eat often decreases. Studies indicate that 50 percent of Canadian school-aged children don't eat a complete breakfast (defined as a meal having servings from at least three food groups). Between 5 to 10 percent of school-aged children eat no breakfast at all.

Children, like people of all ages, need breakfast to replenish their blood **glucose** (blood **sugar**) levels after a night's sleep. Missing or skimping on breakfast can lead to inattentiveness and poor learning in school. A child with a gnawing hunger—or just low energy levels from lack of food—simply can't be expected to perform up to par.

▼
glucose/sugar: *the digested form of a carbohydrate that is to be absorbed by the body cells*
▲

riboflavin: *one of the B-complex vitamins*

folic acid: *one of the B-complex vitamins*

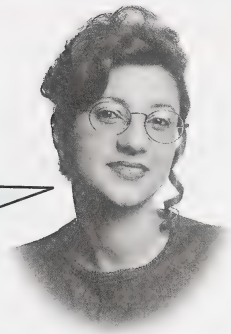
When children are this age, it's important for their breakfasts to provide high intakes of nutrients such as calcium and the vitamins A, C, B6, **riboflavin,** and **folic acid.** If breakfast must be eaten on the run, good ideas for quick foods that can provide nutrients like these are yogurt, fruit and fruit juices, bagels, and a mixture of nuts, seeds, and raisins.

Children at this age are generally better than preschoolers at liking and managing a variety of food. They often take pride in eating skills and their conduct at the table. School-aged children are more co-ordinated than preschoolers, but up to the age of ten, a child may still need to use fingers to push peas or pieces of meat onto a fork. Up to the age of eight, swallowing can still be immature and the child will have difficulty swallowing tougher cuts of meat such as steak.

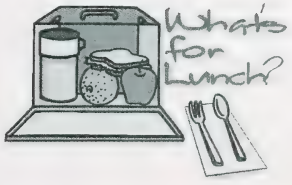
At school, children may have as few as five minutes to eat lunch, so it's important that the lunch be as nutritious as possible. It must also be easily accessible. If children don't have much time to eat, they shouldn't have to waste any of it trying to open packaging in lunches. It's also a good idea to try for variety in packing lunches for school children.

Another thing I remember from that age is that it's important not to have lunches the other kids consider weird. I mean, at home, I really enjoyed all sorts of food that I felt really embarrassed about at school because none of the other kids were eating it.

That's a good point. Peer pressure can be a very strong factor at this age. It's a shame when parents have to pack a less interesting lunch than they otherwise might because their children want to be like everyone else, but sometimes that's the way it is. They should never sacrifice nutrition, however. It's important to resist all those prepackaged snack foods that can look so "cool" in a child's lunch.



Children in the early grades at school should often be allowed to choose their own snacks. This will help them learn what foods to choose when eating away from home. This doesn't mean, however, that parents have to be willing to provide every sugary, fatty, prepackaged snack food that's currently in vogue. Rather, if a variety of healthy but tasty snacks is available in the home, children will be able to choose one that looks good and still eat something that is good for them.



A snack that's filling should include starch, protein, and some fat. The starch will provide the bulk while the protein and fat will provide the staying power. If a child is really hungry or has to wait quite a while until the next meal, an apple or some carrots won't be a filling snack unless some kind of protein is added—such as cheese, yogurt, or peanut butter.

When preparing snacks, it's a good idea to use foods from at least two of the food groups—preferably three. Here are a few ideas:

- raw vegetables or pieces of fruit served with yogurt dip or peanut butter
- cheese and crackers
- dried fruit with nuts or seeds (such as trail mix)
- whole-wheat bread, a bun, or muffins with cheese or peanut butter

- popcorn with Parmesan or grated cheese
- milkshakes made with milk, fruit, and yogurt

8. Try preparing the following snack, or search for similar sorts of recipes in cookbooks. If possible, serve the snack to a school-aged child and ask for his or her opinion. If you can't manage that, try it yourself and see what you think.

   Yummy Snacks

   - 250 mL (1 cup) unsweetened peanut butter
   - 60 mL (1/4 cup) mashed banana
   - 60 mL (1/4 cup) cocoa
   - 10 mL (2 tsp.) vanilla

   Form mixture into balls and then roll in crushed cornflakes.

Compare your answer with the one in the Appendix, Section 2: Activity 3.

In this activity, you've looked briefly at the nutritional needs of growing children. Of course, much more might be said on this topic; but at this point the principal thing is for you to be aware of the importance of wholesome, well-balanced meals and snacks for children of all ages. It's vital for everyone looking after children to be aware of the importance of good nutrition and of establishing sound eating practices at a young age. After all, the bodies children are developing during their growing years will have to last them a lifetime.

ACTIVITY 4

Health and Safety for Children

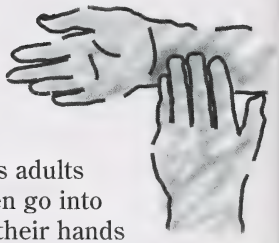
Have you ever visited a home where all the cupboards that a young child could reach have been fitted with special plastic catches that only an older person can open? Or if a family with small children has visited your home, have you watched the parents turn pot handles on the stove so that they face toward the back or check over every toy to make sure there's nothing that might break off and choke a child?

To people without young children, this sort of behaviour can seem odd. But the fact is that for babies and toddlers, the world can be a dangerous place; and the most important responsibility their parents and caregivers have is to look after their health and safety. All it takes is a momentary lapse of attention and the damage can be done.

I know all about parents of little kids. Last year when my older sister brought her family to visit, she and her husband walked in and swept through the whole house, removing everything they could that might be dangerous and putting it out of reach. And the whole time her family was there, it seemed like part of my sister's mind was on what the kids were doing. I guess you have to be like that, and I suppose it becomes second nature after a while, but this parenting business is definitely too much like a full-time job if you ask me. And with no days off!

Keeping small children safe and healthy certainly is a full-time job—and a major responsibility. In this activity, you'll be looking at some of the things parents and other caregivers must be aware of if they're to do this job well. Since there are two major threats to children's health—illness and injury—you'll look briefly at each in turn.

Children and Illness



Children, like anyone else, get sick. In fact, because their immune systems aren't yet operating at full capacity and because they haven't had a chance to develop many immunities, children often seem far more susceptible to illness-causing germs than older people. To make this situation worse, children usually don't take the precautions adults learn to take to avoid germs. Dirty objects and fingers often go into their mouths, and children frequently don't think to wash their hands regularly, to cover their mouths when coughing, or to follow other rules of basic hygiene.

Another thing that can compound the spread of germs among children is the practice of bringing groups of them together in enclosed spaces. Classrooms, daycares, preschools—any grouping of children almost seems to ensure that if one child gets a cold or the flu, all the others will come down with the sickness, too. And during an Alberta winter, when it may be difficult for children to get outside, the situation gets even worse. While it's true that bringing groups of children together inside buildings does encourage the spread of germs, this doesn't mean that there is nothing we can do to minimize this process.

1. Imagine that you're operating a daycare principally for toddlers and preschoolers. Suggest several things you could do to make the daycare as healthy a place as possible for the children. If you can, brainstorm ideas with a classmate or friend.

Compare your answer with the one in the Appendix, Section 2: Activity 4.

Teaching children basic hygiene practices as early as possible is a good way to minimize their chances of getting sick. Another important tactic is to provide them with a clean, sanitary environment in which to live with as much fresh air as is reasonably possible. And perhaps an even more important thing for a parent or caregiver to do is to ensure that the children under their care eat nutritious foods and get lots of exercise and plenty of sleep. Setting regular schedules, making mealtimes relaxed and pleasant, and acting as good role models themselves are all methods that older people can use to help children grow up healthy and strong.

While parents and caregivers can do much to provide children with a healthy environment, most children still do get lots of coughs, runny noses, and sore throats. Often it's best to let these things run their course, but it's important to keep an eye on them. Children are far more likely than healthy adults to develop serious infections—especially in their ears, but also in their throats and **respiratory systems**. Children can also quickly develop high temperatures that can be dangerous if they get too high or last too long.

▼

respiratory systems: *the system of organs used for breathing—nose, lungs, and the airways connecting the two*

▲

For these reasons, it's important for parents and caregivers to watch for symptoms that a doctor should check out. If a child becomes listless or suddenly develops a serious fever, it may be necessary to arrange an appointment at the local clinic. Other things to look for include the following:

- rashes
- sore throats
- swollen lymph nodes
- earaches
- stomachaches
- vomiting
- diarrhea

As a rule of thumb, anything about a child's physical condition or behaviour that worries you and persists for more than a day or two should be looked at by a doctor. And, of course, anything that seems to be developing quickly should be assessed at once. It is especially important to remember that children can become seriously ill and dehydrated very quickly if diarrhea and vomiting are left untreated.

2. Certain sicknesses are generally considered to be childhood diseases. Examples are chicken pox, measles, rubella (German measles), and mumps. Of course, older people can also get these sicknesses, but most people get them when they are young and then develop an immunity. More and more, however, public health nurses give the vaccinations that immunize against these diseases. This allows children to acquire immunity without having to suffer through the actual disease.

   a. Contact your public health unit and ask for a current immunization record for young children. For which childhood diseases are children normally immunized?

   b. Check with your parent(s) or guardian and see if you can find your own immunization records. What immunizations have you received? When are you due for your "booster shots"?

   c. Which of the childhood diseases have you actually had? If you aren't sure, check with a parent or your guardian.

Compare your answer with the one in the Appendix, Section 2: Activity 4.

Children and Safety

Accidents can happen to anyone; but because children are less able than adults to take precautions and have less experience in recognizing potential hazards, they're particularly susceptible to accidental injury. Usually these injuries are relatively minor, such as scrapes and bruises from falls, but sometimes they're serious, and can even result in death. For this reason, those charged with the care of young children have to be watchful just about all the time to ensure that no harm comes to the children for whom they're responsible.

Motor Vehicle Accidents

In North America, injuries from car collisions are the leading cause of death in children. As a result, all provinces in Canada now have laws requiring children under the age of six or who weigh less than 18 kg to be secured in a Canadian Standards Association (CSA)-approved (and correctly installed) vehicle-safety seat. From 18 kg to 27 kg, a child should be in a booster seat, and be restrained by a regular lap/shoulder belt. Older children, like adults, must wear seatbelts.

Using car seats and seatbelts properly isn't the only thing to be concerned about when it comes to children and motor-vehicle safety, however. What follows are a few basic suggestions everyone should follow if vehicles are being used anywhere where there are children.

- Children should never be left alone in a car even if it's just to run an errand for a minute or two. This is especially true if the engine is running.
- Before backing a vehicle out of a driveway, walk around it to be sure there are no children playing behind it.
- Make sure children are properly belted into their seats. Resist the temptation to let a squirming child sit on your lap or lie down in the back seat. If a child is restless, try to find a place to stop for a few minutes so he or she can get out and run around.
- When using a car seat, be sure that it's CSA-approved and in good working order. When installing it, follow the manufacturer's instructions precisely.

- Don't place car seats in the front seat of a vehicle, especially if the vehicle is equipped with a front-passenger air bag.
- If possible, always put children in the back seat. Children under the age of 12 years should not be allowed to travel in the front seat of vehicles equipped with air bags.
- Cover a baby in blankets only after the child has been secured in a car seat with the internal harness system.
- When crossing streets with children, hold their hands. Use these occasions as opportunities for teaching the children how to watch for traffic.

Safety

3. Think of things that children should be taught to do or be aware of when near traffic. Try to suggest at least **three** ideas.

Compare your answer with the one in the Appendix, Section 2: Activity 4.

Vehicle collisions aren't the only ways that children can be seriously hurt. Three other kinds of accidents that frequently result in serious injury or death to children include

- airway obstructions (choking)
- drowning
- poisoning

Safety

4. Before reading on, take a few minutes and try to suggest at least **two** precautions that parents and other caregivers can take to prevent children from having **each** of these types of accidents.

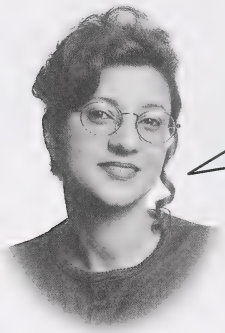
Compare your answer with the one in the Appendix, Section 2: Activity 4.

Choking

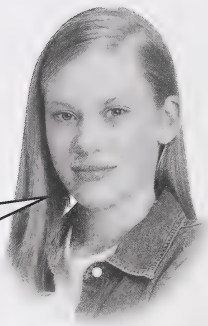
Parents and other caregivers should learn to recognize the signs of choking:

- an inability to make a sound
- bluish lips, nails, and skin

Choking like this occurs when a child (or anyone else) has something, usually a solid piece of food, lodged in the windpipe. People often associate choking with coughing, but if a child can cough, air is getting through. The real problem occurs when the passage is completely blocked, in which case the child can't make a sound to alert you to the emergency.



Every parent and child caregiver should take the St. John's Ambulance First Aid or Red Cross course to learn what to do if a child—or anyone, for that matter—does choke.



I suppose something else that should be stressed is doing what you can to prevent kids from choking in the first place. Like having them sit quietly to eat, seeing that things like meat are cut into small pieces, and teaching them to chew their food well and swallow it carefully. And I guess things like grapes, hot dogs, and peanuts are a no-no during the first couple of years.

5. a. What might cause a child to smother (asphyxiate/suffocate)?

   b. Strangulation can also cause death by choking off air. Every so often, a child is strangled to death because of a playground accident. These incidents seem to occur most often in cold weather. Suggest a reason why this is so.

Compare your answer with the one in the Appendix, Section 2: Activity 4.

Drowning

Each year, children drown while having fun in or around water or when taking baths. To minimize the chance of this happening, parents and caregivers should do the following:

- Always supervise young children when around water. Watch all the time—even if it's only in the bathtub.
- Make sure children don't swim out of their depth.
- Insist that everyone aboard a boat wear a life jacket that is adequate to support their weight and designed to keep their heads out of the water.
- Teach children proper water-safety rules—and, especially, boat-safety rules. Enforce those rules.
- Never drink alcohol when boating, and make sure no one who has consumed alcohol takes children out in a boat.
- In the colder seasons, make sure children don't play on or near thin ice.

Unfortunately, despite taking precautions like these, accidents still happen. It's a good idea for anyone—but especially those caring for children—to take first-aid courses and CPR (cardio-pulmonary resuscitation). Advice on these methods goes beyond the scope of this course, but if it's at all possible, you should consider learning life-saving techniques like these. They could someday be the most important skills you've ever learned.

Poisoning

Poisonings account for many of the visits young children make to hospital emergency rooms. Children naturally tend to put things into their mouth. For this reason, it's important to keep poisonous substances out of their reach. Poisons include medicines, cleaning products, personal-care items, gardening products, and even some houseplants. Whenever possible, poisons should be kept in locked cabinets or stored very high up. If you suspect that a child has been poisoned, get him or her to a hospital or call the Poison Control Centre in your area. The number is in the emergency-numbers section at the front of your telephone directory. If possible, find out exactly what the child has swallowed and follow any instructions given. Don't try to induce vomiting unless you're instructed to do so by a medical professional.

6. Can you recognize the symbols commonly used to identify potentially dangerous goods around the home? Explain what each of the following symbols means.

a.

b.

c.

d.

7. Why don't product manufacturers simply write words like *flammable* on their products rather than using symbols as well?

8. Conduct a poison-safety checklist in your own home. Use the checklist that follows.

POISON-SAFETY CHECKLIST

- Do all harmful products in cabinets have child-resistant caps?
- Are all potentially harmful products stored in their original containers?
- Are harmful products stored away from food?
- Have all potentially harmful products been locked up or put up out of reach of children?
- Are all medicines safely stored?
- Have all out-of-date prescriptions been returned to the pharmacy for disposal?
- Are your vitamin and mineral supplements stored out of the reach of children?
- Do you or other family members carry medicine in your purse or backpack? If so, do you keep these out of reach of children?

- Are the products likely found in your garage locked up or out of sight and reach? Examples include

  – paint thinner and turpentine
  – antifreeze
  – lighter fluid
  – gasoline and motor oil
  – bug killer

- Do you and your family members, including children, know what the warning labels on containers mean?

- Do you and other family members know which indoor and outdoor plants can be poisonous?

- Do you know the number of the Poison Control Centre or where to find it quickly?

Compare your answers with those in the Appendix, Section 2: Activity 4.

Other Childhood Accidents

Along with the dangers posed by motor vehicles, choking, drowning, and poisoning, children can be seriously hurt in a wide variety of other ways. Minor burns can be treated with cool water. More serious burns, however, should always be treated by a physician. Children should always be watched around the kitchen stove, and pot handles should always be turned toward the back. It's a good idea to keep furniture away from windows so a child can't climb up and fall out. It's also wise to block all stairways with safety gates when there are toddlers about. When childproofing a home, experts recommend getting right down on the floor yourself to crawl around and look for potential hazards from a child's perspective before they cause a problem.

Children's clothing can cause serious injuries and even death from tripping, choking, or burns. When selecting children's clothing, consider the following pieces of advice:

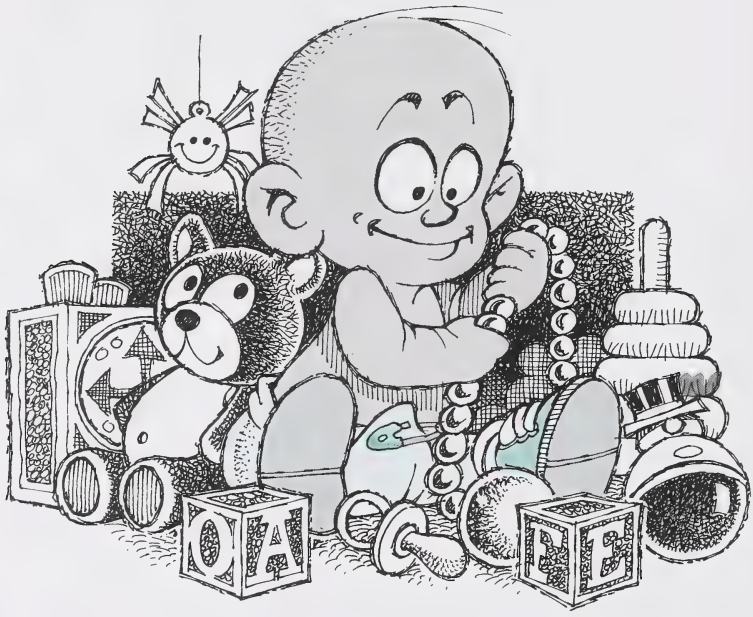
- Avoid clothing with cords. Cords can catch on furniture or play equipment and choke a child.

- Choose clothing that is the correct size and fit to reduce the risk of the child's tripping over long pant legs or large socks.

- Choose fire-resistant fabrics. Heavier and tightly woven fabric is safer around fire than light, open-weave material.

By the age of three, a child is old enough to start learning how to play safely and to be responsible for helping to keep other children from being hurt. At this age, it's a good idea to teach the child pointers like these:

- Watch for toys that could injure others if they aren't played with properly, such as toys that are broken or have sharp edges.
- Items like guns, knives, power tools, and lawn mowers aren't toys and should never be touched without an adult present.
- Keep small toys away from babies.
- Put toys away where others won't trip over them.



Safety

9. Imagine that you are the parent or caregiver of or several young children. Create a list of at least **five or six** safety rules for them. If you can, brainstorm a longer list with a friend or classmate.

Compare your answer with the one in the Appendix, Section 2: Activity 4.

Teamwork

Unfortunately, some injuries to children are due to sexual or physical abuse. This may be difficult to detect because often the child knows the abuser, but doesn't understand how to deal with the situation. If the abuser is someone the child would ordinarily turn to for protection and love—such as a parent or family member—the situation can be especially difficult.

One thing a caregiver can do, however, is to teach children that no one has the right to touch any areas of the body that would be covered by a bathing suit and to say "No" if anyone tries. Children should be encouraged to tell someone they trust if this happens. Children should also be taught to be cautious around strangers and not to accept invitations from anyone they don't know. It's a good idea to choose a password known only to family and trusted friends and teach your child to go only with people who know the word.

Another good idea is to teach children the "What if?" game. Give them a scenario such as this one: Imagine that a person approaches you in the park and tells you that he or she has lost a puppy and wants you to help look for it. What would you do? This game allows the child to make a decision and then discuss it with you. Together you can decide on the best choice for the situation.

Innovation

10. Create at least **three** scenarios for the "What if?" game. Try to think of likely, everyday situations.

Compare your answer with the one in the Appendix, Section 2: Activity 4.

Keeping a child safe from injury and illness is just about a full-time job—and one that lasts 24 hours a day. The fundamental points are to keep the home and play areas clean and free from harmful articles and to be constantly alert to signs of illness and potentially dangerous situations.

FOLLOW-UP ACTIVITIES

If you had difficulty understanding the concepts in the activities, it's recommended that you do the Extra Help. If you have a clear understanding of the concepts, it's recommended that you do the Enrichment.

Extra Help

Because caring for children is such a challenging undertaking, many guidebooks have been written to offer new parents and caregivers advice about how to raise and look after their children. Much of the information found in guidebooks is based on theories of child-development researchers like Piaget, Kohlberg, and Erikson. Each of these three researchers divided his developmental theory into sequential steps or stages.

1. Sometimes it can be difficult to keep the theories of different researchers straight. Test your own understanding of them by identifying which of the following developmental stages were proposed by Piaget, Kohlberg, or Erikson.

   a. pre-operational period (Children aged about two to seven years rely on perception rather than logic.)

   b. conventional level (Children aged about 10 to 13 years try to please others and follow conventional rules.)

   c. trust versus mistrust (Children up to about 18 months of age feel trust, security, and comfort if they successfully resolve the conflict of this stage.)

   d. industry versus inferiority (Children aged about 6 to 11 years need to interact with and be accepted by their peers.)

   e. concrete operations period (Children aged about 7 to 11 years realize that operations can be reversed and use logical reasoning to solve problems.)

   f. universal ethical orientation (Individuals understand a universal principle of justice, human rights, and the dignity of human beings as individual persons.)

Compare your answer with the one in the Appendix, Section 2: Extra Help.

In order for children to develop into happy, productive, and healthy individuals, they must receive love and nourishment and be allowed to grow in a healthy and safe environment. From their first feedings, newborns learn to associate this activity with both a relief from hunger and a feeling of security. Nourishing and nurturing a child are closely related and are essential to the child's physical, mental, and emotional development.

2. Although the same nutrients are needed in childhood as throughout life, the amounts required are different. They vary depending on the child's age, body size, sex, state of health, and level of activity.

   a. Test your knowledge of children's nutritional needs by summarizing the daily serving requirements for a typical healthy child who is about five years old.

   b. Now describe some of the typical eating behaviours a caregiver could expect of a two-year-old child.

3. Essential to all of the efforts of parents and caregivers is a child's basic health and safety. Imagine that you're going to be looking after young children in your home. Create a list of at least **ten** steps you could take to childproof your home.

Compare your answers with those in the Appendix, Section 2: Extra Help.

Parents and caregivers are accountable for the well-being and safety of the children in their charge. Unfortunately, if you follow the news media, you'll be aware of the many cases of children who are injured through abuse or the carelessness of the adults responsible for their safety.

4. The following short news article, taken from the *Edmonton Journal*, indicates how easily a child can be harmed. The mother thought she was protecting her baby, but an accident occurred nevertheless. Read the article and answer the questions that come after it.

Baby Left on Stove Burns to Death

LA TUQUE, QUE. / A 21-day-old baby was burned to death when its mother left it on the stove while she hung up laundry outside. The mother told police she had put the baby, in an infant seat, on the stove on Saturday so his 20-month-old brother wouldn't disturb him. While she was outside she heard the smoke alarm and rushed back into the house to find the baby and the seat on fire. Police say they are treating the case as an accident but the coroner has ordered an autopsy.

[1]

   a. Briefly explain how this accident occurred.

   b. If you had the opportunity to interview this mother or investigate the accident, suggest **three** questions that you'd want to ask her.

   c. Do you consider this tragedy to be an unfortunate accident, or is the mother to blame? Give reasons for your answer.

Compare your answer with the one in the Appendix, Section 2: Extra Help.

[1] "Baby Left on Stove Burns to Death," *Edmonton Journal*, 4 October 1999, A6. Reproduced with permission of *Edmonton Journal*.

Enrichment

Do **one** or **more** of the following.

In this section, you've looked at the responsibilities of parents and caregivers. Most parents and caregivers would add that disciplining children is another fundamental aspect of their responsibilities. If children aren't properly disciplined when they misbehave, most people would expect them to grow up spoiled and selfish.

Traditionally, spanking has been one of the methods parents have used to discipline their children. Recently, however, there has been an outcry about the right of parents to do this. The argument goes like this: husbands can't legally strike their wives and adult children can't beat up their elderly parents, yet parents have the legal right to strike their children—the most vulnerable, helpless members of our society. The counterargument is that if you take away the right to spank, you're robbing parents of the best method they have of enforcing the rules of the home and teaching children what is and what is not acceptable behaviour.

1. The following two articles appeared in the *Edmonton Journal* in late 1999. Read them and then answer the questions that follow.

Abolish Right to Spank, Groups Urge Court

The Canadian Foundation for Children, Youth and the Law appeared in Ontario Superior Court Monday to argue for the repeal of Section 43 of the Criminal Code, which allows "reasonable force" to correct a child.

The foundation's lawyers argue the section, about a century old, allows parents, teachers and other adults to hit youngsters hard enough to cause welts and bruises, and to strike children in the head and face, even breaking teeth.

Adults have been acquitted of assaulting children after inflicting such injuries, says the foundation, which argues that Section 43 violates the Charter of Rights and Freedoms.

"The issue here is that the section permits more than spanking," foundation lawyer Paul Schabas said Monday.

"It permits all kinds of vile actions."

He cited cases ranging from a teacher who hit students in the face to a babysitter who stripped and paddled children.

Schabas says the case isn't aimed at criminalizing spanking. He doesn't believe deleting Section 43 would cause more charges to be laid, but would prevent abusive parents and adults from hiding behind Section 43 as a defence.

The foundation is supported in the case by the Association of Children's Aid Societies, while the Attorney-General of Canada, the Canadian Teachers' Federation and the Coalition for Family Autonomy are defending the law.

Roslyn Levine, a lawyer with the Justice Department, said the federal government agrees that parents should be educated not to use physical force on their children as a means of correction.

But parents should not be criminalized for the form of discipline they choose.

Levine said by deleting Section 43, parents are subject to the full brunt of Section 265 of the Criminal Code—the assault section that covers all forms of unwanted touching—and therefore are made criminals if they spank.

"The criminal law is a very blunt instrument," Levine said. "To bring the law's full weight into the realm of parent-child relations is not wise."

Levine said the law must be applied moderately in areas as sensitive as parental discipline.

The government is expected to make its arguments in court later this week.

[1]

Parents' Right to Hit Children Debated in Court Challenge
Fed gov't defends 'reasonable force' in criminal code

When it comes to their children, are parents effectively police?

The question was raised by a federal government lawyer opposing the challenge to Section 43 of the Criminal Code that allows for "reasonable force" to correct a child's behaviour.

"You must maintain, protect and educate your children as to their behaviour," said Roslyn Levine, on behalf of the Attorney General of Canada, in her opening argument Wednesday in Ontario Superior Court. "That's a legal responsibility, and when you give people legal responsibilities, you must also give them the power to enforce that."

Levine argued that just as police are given legal tools to carry out their duties as law enforcers, so must parents be given the legal authority to correct their children, including the use of reasonable force.

[1] "Abolish Right to Spank, Groups Urge Court," *Edmonton Journal*, 7 December 1999, <http://www.edmontonjournal.com/news1/stories/991207/3258207.html> (1 January 2000). Reproduced by permission of the *Ottawa Citizen*.

The Canadian Foundation for Children, Youth and the Law is asking the court to repeal Section 43, which it says gives parents, teachers, caregivers and other adults the right to abuse children.

"If a child is throwing food at the dinner table, where do we get the power to stop them?" Levine said, adding that in such a circumstance it might be necessary to use a reasonable amount of force to correct the child's behaviour.

"We have to teach the child this is not acceptable, for the benefit of their development."

Levine painted the foundation as a radical group, which doesn't reflect the public's desires.

"Those people who advocate against the use of spanking choose their language very carefully," she said. "This is about moderate spanking and they choose to call it abuse. This case is not about abuse."

Levine also warned that the court should be cautious of the evidence submitted by the foundation, that mild physical punishment has negative long-term effects on children.

"(Those opposing Section 43) have social policies and goals that has coloured the evidence," Levine said. "If you examine the evidence in an objective way, without having a passion in your heart, you won't find the casual conditions they say you will find" that disciplining a child with mild violence will make them violent.

But Ailsa Watkinson, 49, an assistant professor of social work from the University of Regina, said it is those opposing the challenge who are "colouring their language."

"The word spanking, they insist on using, is almost cozy. It's not nearly as threatening as the reality, which is hitting kids."

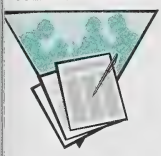
"When you talk about elder abuse, you say so-and-so hit their grandma. The light term, spanking, is only used in the context of hitting kids and it cloaks the charge. It makes it seem less offensive."

Watkinson, a mother of three boys, is the woman who initiated the challenge to Section 43. She won a $45,000 government grant under the court challenges program to fight the law.

Watkinson admits she has struck her children, but she realized it was wrong and apologized. I thought, 'Why can I do it to them, when I can't do it to my husband?' she said.

[1] Heath Jon McCoy, "Parents Right to Hit Children Debated in Court Challenge," *Edmonton Journal*, 9 December 1999, <http://www.edmontonjournal.com/news1/stories/991209/3270638.html> (1 January 2000). Reproduced by permission of Southam Newspapers.

Communication



a. Having read these articles, explain your own views on this issue. Should parents and other caregivers be allowed to use "reasonable force" to correct a child, or is it wrong to allow anyone to legally strike another person, especially a small child? Write your answer in a brief position paper of no more than a page. Be sure to explain your reasons.

Teamwork

b. If Section 43 of the *Criminal Code* is, in fact, repealed, how would this affect discipline in schools? Give reasons for your answer.

c. If you're taking this course in a classroom situation, take sides and debate this question either formally or informally. See who can present the strongest arguments.

2. In this section, you looked briefly at the daily recommended numbers and types of servings according to *Canada's Food Guide to Healthy Eating.* If you have access to the Internet, you can get a lot more information by visiting the *Canada's Food Guide* website. Here's the address:

http://www.hc-sc.gc.ca/hppb/nutrition/pube/foodguid/index.html

If you access this website and search around in it, you'll find a variety of information along with things like games and links to other similar sites. Some of the information you'll uncover will be directly relevant to children's nutrition. The site is definitely worth a visit.

3. If you did the Extra Help for this section, you'll have encountered a short newspaper article on a dreadful childhood accident, and the first Enrichment question brought up the issue of abusing children. Issues of these sorts arise regularly in the news media, and if you're interested in children and matters that concern them, you should be aware of it. Try to get into the habit of looking for and following stories relating to issues like these. In each case, try to determine what lies at the root of the situation—negligence, accidental events, cruelty, use of unsafe products, and so on.

4. In Section 1, you had an overview of the theories of three researchers into child development. To learn more, visit your local library. You should find a great many books on the subject from highly academic psychological texts to books offering everyday advice for parents and caregivers. If you have access to the Internet, use your favourite search engine to learn more about the ideas of researchers like the three you've been introduced to.

Compare your answers with those in the Appendix, Section 2: Enrichment.

CONCLUSION

If you one day find yourself a parent or a child's caregiver, you'll be responsible for the well-being and safety of the child (or children) in your care. Children need to be nourished, cared for, loved, and made to feel secure. It's important for any caregiver to know about the needs of children.

In this section, you were introduced to several theories about child development. You became aware of a child's emotional, physical, and psychological needs—to be loved, nourished, stimulated, communicated with, and kept as safe as possible. And it's to be hoped that you gained some basic understanding of how to meet those needs.

At this point, you should have some idea of how to answer questions such as these: "How often should an infant be fed and what foods will provide the best nutrition?" "Should a five-year-old be allowed to ride a bike without supervision?" and "When does a child needs medical attention?" Your knowledge of issues like these may one day prevent a child from being seriously harmed. You've now taken your first steps to being in a position where you can one day care for a child competently and confidently. Section 3 will give you more information on these topics.

ASSIGNMENT

Turn to Assignment Booklet A and do the assignment for Section 2.

Community Support and Resources

PARENTING is a job that lasts 24 hours a day, 7 days a week. With the added responsibilities of full-time jobs, household chores, and other demands on their time and energy, parents often need help meeting all of the needs of their children. This help can take different forms, but parents must be able to feel secure that it's competent, professional, and reliable.

Fortunately, in most communities, a good deal of support is available for parents in a variety of forms—day-care facilities, family day homes, community health nurses, and so on. Still, the quality of this support and the particular services it provides can vary greatly, so it's important for parents to know what's out there and how to evaluate it.

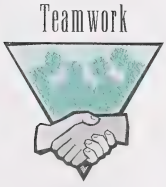
In this section, you'll look into some of the community resources available to meet the needs of young children. When you've finished this section, you should be able to describe many of the sorts of resources available and explain criteria for evaluating them. You should also be able to identify some of the career options open in the field of child care and assess them in relation to your own preferences, skills, and aptitudes.

SECTION 3

ACTIVITY 1

Identifying Community Resources

Are you aware of some of the resources available in your community to meet the needs of young children and support those looking after them? Chances are that you can point out a day-care centre or two in your neighbourhood; unless you take a particular interest in the subject, you may not be aware of much else. Yet, depending on the size of your community, there are likely other resources available to help parents meet the needs of their children. For working parents especially, child-care options are very important. A variety of organizations also provide recreational and educational opportunities for children living in the area. Various groups may also exist to provide support for young families.



1. Before going any farther, take a few minutes and try to list all the resources you can think of in your community or neighbourhood that exist to meet the needs of children and their families. If you can, work with a partner in creating your list.

Compare your answer with the one in the Appendix, Section 3: Activity 1.

The material that follows will outline some of the resources that exist in many communities. As you work through this material, see how many examples of these resources you can discover in your own town or neighbourhood. You'll begin by looking at day-care options.

Day-Care Options

As more and more parents must work outside the home, having access to affordable, professional day care for their children has become a major concern. The days seem to be gone when many families could afford to have a "stay-at-home mom" caring for the children. Therefore, finding the right child-care provider, along with trustworthy providers, is a challenge that most young families must grapple with today.

This challenge isn't always an easy one. The day-care provider must be not only accessible and affordable, but also someone the parents can trust with the most important things in their lives—their children. If parents are to be able to relax and do their own jobs, they must know that their children are safe, happy, and developing as they should be in a positive, supportive environment.

But how can parents make such an important choice? Choosing the right child-care arrangement begins with looking at the different kinds of care available in the community.

There are five basic types of day care for children:

- in-home caregivers
- family day-care homes
- day-care centres
- relatives
- latch-key arrangements

What follows will briefly profile each of these types of children's care.

In-Home Caregivers

anny: *a person ired to look after he children of a amily and, often, ive in the family ome*

With an in-home caregiving arrangement, the sitter or **nanny** either lives in the child's home or comes to the home during the day. Advantages to this arrangement include not having to take the child out in bad weather and avoiding those early morning hassles of trying to get everyone ready for the day. As well, illness is less of a problem if a child can remain home. Another advantage is that housecleaning and cooking could be part of the caregiving contract. This arrangement is especially convenient if there's more than one child in the family needing care.

2. Can you think of any other advantages of having an in-home caregiver? Try to suggest **one** or **two**.

Compare your answer with the one in the Appendix, Section 3: Activity 1.

As with just about everything else in life, this sort of arrangement does have its disadvantages, too. One is the cost. This is usually the most expensive child-care arrangement, and one normally available only to more affluent families. Another problem is that it may also be difficult to find good sitters who will remain with the job. And if the sitter or nanny lives with the family, the family must be prepared to give up some of its privacy.

3. Imagine that you're a parent hiring a nanny for your children. What qualities would you look for in applicants for the job? Describe at least **three**.

Compare your answer with the one in the Appendix, Section 3: Activity 1.

Family Day Homes

In a family day home, children are looked after in the caregiver's home. The main advantages of this arrangement are the homey atmosphere that normally exists at the caregiver's residence and the feeling that children have an extended family waiting to welcome them every morning. Often children in arrangements of this sort benefit from the stimulation of having other children around, but there aren't so many that they feel overwhelmed or neglected.

Another advantage of the family-day-home system is that the caregivers may be able to provide flexible hours because the children are cared for right in their own homes. The arrangement has an informal aspect that often allows parents working odd hours to accommodate their child-care needs better than they can with some other systems.

Some day homes are licensed. If so, they must live up to certain standards of space, cleanliness, safety, and so on; and they're inspected regularly. Other day homes are set up less formally, with one or two families in a neighbourhood arranging to leave their children with a trusted neighbour down the street. If the day home isn't licensed, the parents are responsible for monitoring it and making sure the environment is safe and clean. Parents in this situation must also realize that the caregiver may not have any formal child-care training and may also be caring for his or her own children as well as others in the home.

3. Can you think of any disadvantages of the family-day-home service? See if you can come up with **three**.

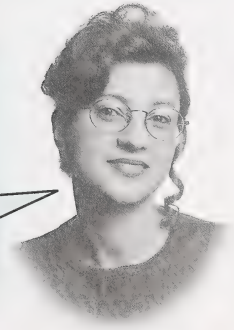
Compare your answer with the one in the Appendix, Section 3: Activity 1.

Day-Care Centres

Probably the type of child-care service you're most familiar with is the day-care centre. This facility offers a wide range of families an affordable opportunity to have their children cared for during the workday. Planned activities and program continuity by trained staff are two of the advantages of day-care centres. Children at these facilities can learn to get along with others and acquire some basic academic skills as well. But, while day-care centres can accept a large number of children, this is a disadvantage in some respects. One of the negative results is that children will have more exposure to illness. As well, day-care centres don't usually have provisions for sick children, and they may not accept children under the age of two years or children who are still in diapers.

I went to a day-care centre when I was little. I liked it for the most part; there were lots of activities—crafts and games and stuff—and lots of toys to play with indoors and outdoors. The people working there were mostly really nice, too. But some of the kids were bullies, and I used to get lonely for my parents. I mean, the workers just couldn't give me the individual attention I wanted at that age.

Wherever you get a large number of children, these things are problems. There are regulations about how many children day-care workers can be in charge of, but it's never the same as being with a parent, nanny, or even a day-home provider. Still, children in day-care centres generally learn to socialize and get along in groups. And they often get instruction in a wide range of skills. Good day cares arrange field trips, parties for special celebrations, and other motivational activities.



4. Make a chart like the one that follows and list as many advantages and disadvantages of day-care centres as you can. If you attended a day-care centre yourself, you should be able to come up with quite a few of each. Remember that, like anything else, day-care centres vary in the quality of the service they provide. In some centres, the advantages would clearly outweigh the disadvantages; in other centres, the reverse would be true.

PROS AND CONS OF DAY-CARE CENTRES	
Pros	**Cons**

Compare your answer with the one in the Appendix, Section 3: Activity 1.

Parents looking for a day-care centre for their children have to do some investigating and a bit of comparison shopping—at least if their community is large enough to offer a choice in this matter. The following checklist gives some things they should observe when visiting a prospective day-care centre for their children.

A Checklist for Assessing a Day-Care Centre

- **Arrival and departure times:** These times will reveal a lot about parent-staff interaction and also about how children react to these crucial periods.
- **Eating situation/structure:** Do staff join the children? Are children free to sit where they like? Are mealtimes and snack times relaxed?
- **Indoor activities:** What sort of activities are planned—quiet play time, naps, games, storytelling, puzzles? How do staff relate to children?
- **Group play:** Is active play encouraged for both boys and girls?
- **Activity transitions:** Switching from one activity to another can be a sensitive time in group situations. Is consideration given to the pace of individual children? Are they allowed to finish one thing before starting the next?
- **Behaviour problems:** How are acting out, sharing toys, non-participant children, and separation anxiety handled?
- **Comforting and consoling:** Do staff pay attention to hurt feelings and fears? Are they fair in arguments between children?

5. Can you think of anything else to add to this list? See if you can come up with at least **four** more things you'd like to observe.

Compare your answer with the one in the Appendix, Section 3: Activity 1.

Relatives

Having relatives care for children may be a good solution for many families if someone can be found who's willing to do the job. In this sort of informal situation, the parents and the relative giving the care establish the terms of the arrangement between themselves.

An advantage of this sort of set-up is that the children are with someone familiar who likely takes a real interest in them. A grandparent, for instance, will probably love the children and be willing to spend time and energy giving them the best possible care and personal attention. As well, children staying with a relative generally find themselves in familiar surroundings where they feel comfortable and "at home."

Perhaps the worst disadvantage of this sort of arrangement is that it will suffer if there are family disagreements. If parents find that the relative giving the care isn't living up to their expectations, things can become very awkward. It's fairly easy to dismiss a nanny or change day-care centres, but firing a grandmother who's trying to help you out is a different story.

Latch-Key Arrangements

latch-key children: *children who arrive home from school before their parents come home from work and must therefore let themselves in with the house key*

Children who are left alone while their parents are at work are often called **latch-key children** (or, less formally, *latch-key kids*). Many latch-key kids are school-aged children who get home from school before their parents are able to leave work. In Alberta, there is no specific age at which a child can be left alone legally; however, in deciding whether or not to allow a particular child to be left alone, parents must consider his or her level of maturity, the home situation, the resources available to the child, the length of time being left alone, and so on. The overriding consideration must be the safety of the child.

Clearly latch-key arrangements can't be used with young children, but for those a bit older this sort of set-up can have its advantages. For example, it may foster a sense of responsibility in a mature child, and the price is certainly right since there's no caregiver to be paid. However, since there's no adult supervision at all, only mature, responsible children can be entrusted with the responsibility of being regularly left alone in the home.

Parents of latch-key children should set up emergency contacts in case a problem occurs. These children must be taught what are acceptable activities while their parents are away and what to do if someone calls or comes to the door. No child should be left alone until he or she can demonstrate enough responsibility to handle situations like these as well as cope with the loneliness that can come with being alone.

I was a latch-key kid for a while. I found the biggest problem was boredom. I used to just hang around and watch TV, waiting for Dad to get home. My best friend used her time alone in the house to do her homework so she could have fun later on in the evening, but I never had that much self-discipline.

6. Suggest **two** things you would teach a latch-key child to do if someone should call while the child was home alone.

Compare your answer with the one in the Appendix, Section 3: Activity 1.

You've now got an idea of the different types of child-care arrangements available. Choosing the right sort of arrangement starts with recognizing the needs of the child and the parents—and discovering precisely what options are available. Here are a few questions a parent in this situation should consider:

- How old is the child?
- How does the child get along with other children?
- Does the child get sick often?

- What kind of routine and discipline is the child used to?
- How flexible are the parent's work hours?
- How much can the family afford to pay?
- Where is the care located in relation to the parent's home and work?
- What are the parent's preferences for early childhood experiences?

But just how can a parent find out what options are out there and how much they cost? Here are a few things you can do to find sources of child-care arrangements:

- Contact a referral employment agency.
- Check the listings in the telephone directory.
- Look for notices in local newspapers.
- Look for notices on bulletin boards in areas where parents may have young children, for instance, the community health unit, your place of worship, a local store, or a playschool.
- Ask friends, relatives, co-workers, and neighbours who have young children for ideas and information.
- Discuss your questions with members of parent groups.

Once parents have decided on the kind of care they want for their children, it's important to interview the caregiver(s), observe the caregiver(s) dealing with other children, very carefully look over the environment the children will be spending so much of their time in, and check the references supplied by the caregiver(s).

7. Imagine that you were thinking of putting your child into a day-care arrangement of some sort. Make a list of questions you might ask—the caregiver(s), yourself, or others—while evaluating the set-up you were considering. If possible, brainstorm ideas with a friend or classmate.

Compare your answer with the one in the Appendix, Section 3: Activity 1.

Once parents have decided on a child-care arrangement, their responsibilities don't end there. It's important for parents to be on time with their children or call if they'll be delayed or if their children won't be attending. Parents should provide emergency numbers where they can be reached if necessary, along with alternative numbers in case they aren't available. These numbers must be kept up to date.

As well, parents must provide instructions about medications, any special foods their children require (or must avoid), and any physical limitations their children may have. Information about household and bedtime routines may help make caring for their children easier. Above all, however, parents must carefully monitor the care their children are receiving and be prepared to step in if anything seems to be wrong. As well, parents must authorize who, in addition to themselves, can pick the children up.

8. At the beginning of this activity, you were asked to list all the resources you could think of in your community for children and their families. Now that you've learned more about one type of resource—those designed to care for children of working parents during the day—it's time to do some research. Using the suggestions given in this activity, make a list of as many specific resources as you can discover that exist in your community to provide day-care services for children. Since personal arrangements such as care given by relatives or nannies are a private matter, most of your investigations will involve day-care centres. This research should help you with your Section 3 Assignment.

Compare your answer with the one in the Appendix, Section 3: Activity 1.

Recreational and Educational Options

Programs, facilities, and people who provide families with daytime care for children aren't the only resources for children available in most communities. Other resources provide parents the opportunity for their children to learn and have fun away from the home. Playschools, music lessons, dance instruction, skating classes, team sports—the list of children's educational and recreational resources in most communities is quite an extensive one.

Children can benefit intellectually, physically, socially, and emotionally from the structured recreational activities provided by the community, but these activities need to be appropriate to the child's interests, skills, and maturity level. These days it sometimes happens that parents, anxious to give their children that little edge in the competitive world out there, enrol them in programs they aren't quite ready for. The sense of frustration a child in this situation can experience will usually far outweigh any benefit to be derived from the instruction and activities offered by the program.

Choosing the right activity or program deserves the same attention that's given to the choice of child care. For instance, parents must consider how any activity will affect the family schedule. Will the program require the child to practise for extra hours or travel for games or competitions? To decide if a child should be in a program such as a dance class, creative dramatics, hockey, or a gymnastics club, for instance, parents should ask questions like these:

- Does the child have the level of co-ordination, concentration, and desire to be in the activity?
- Does the child have to be motivated to participate, or is he or she willing to go?
- Does the child experience unwanted stress as a result of practice requirements or participation?
- Does the child like the teacher and the children in the program?
- Is the cost of the program worthwhile and affordable? Are there extra costs for uniforms, costumes, or equipment?
- Are the facilities appropriate for the activity? Is safety a concern?

- What are your expectations and those of other parents with children in the program? Are such things as recitals, performances, winning games, and skill improvement a priority with parents?

Along with asking preliminary questions like these, it's important that parents who do enrol their children in a program evaluate the activities it offers on an ongoing basis.

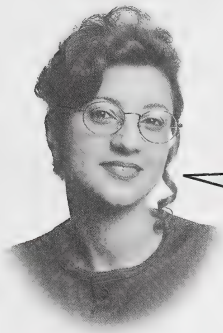
9. Take some time and find out about educational and recreational programs available for young children in your community or neighbourhood. Make a list of what you find. Include anything you can discover—from a municipally sponsored program of summer outings at the lake to playschool to private music lessons. This would be a good project to work on with a partner or as part of a group. Following are a few things you could do to get started:

   - Contact the recreation department of your municipality.
   - Look in local newspapers for advertisements.
   - Check public bulletin boards.
   - Talk with parents of young children and with people like social workers or day-care operators.

   As you make your list, compare prices, duration of the programs, and the ages at which they're targeted.

Compare your answer with the one in the Appendix, Section 3: Activity 1.

Playschool and kindergarten are two of the most popular educational programs offered for children. The decision to start a child in a program of this sort is frequently decided by age. Experts recommend not starting children too early. If a child is one of the youngest in the class, he or she may find it difficult to keep up with the things the older children do easily. Children who are placed in a school setting before they're ready may become frustrated and develop negative feelings about school. Signs that may indicate that a child isn't ready for school activities include crying, throwing temper tantrums, and balking at leaving home in the morning.



In the rural areas of New Guinea, children don't start school until they can place their arm over the top of their heads and touch the top of the opposite ear. This sounds like a primitive solution to determining a child's readiness for school, but you may be surprised to learn that children under the age of five or six can't do this.

Good playschools and kindergarten classrooms conduct activities that are both fun and good preparation for events that occur in real school. Not only are children learning how to conduct themselves and socialize in a school-like setting, they're also engaging in things like reading-readiness and math-readiness activities. For example, children who are fingerpainting in the art centre are experimenting with making curves, lines, angles, and combinations of shapes; while children working in a centre with puzzles are learning lessons in size and shape. Meanwhile, other children in a playhouse corner may be practising different roles they see, such as that of mother, father, or teacher.

Parents looking for a good playschool should check carefully to see that activities like these are happening. Each program should include time for a group activity led by the teacher. Moving to music or body rhythm prepares students for smooth rhythmic reading. Storytime and singing also provide valuable but informal lessons in language development and articulation.

Each program should have children participating in individual, small-group, and large-group activities. There should be a balance of active and quiet activities. The opportunity for outdoor play on a variety of playground equipment should also be included in the program schedule.

Some playschools and kindergartens practise the theories of the Italian teacher Maria Montessori. Montessori believed that intellectual development is directly dependent on training the senses. To achieve this development, she created a method of placing children into environments specially prepared to stimulate and teach. She developed a set of carefully designed physical materials intended to promote sensory discrimination. The best-known Montessori materials are large letters of the alphabet covered in sandpaper so children can feel the shape of letters. Other materials include peg boards, lacing and buttoning frames, stacking blocks, and geometric puzzles.

10. If you can, visit a playschool and carefully observe what goes on. If you have the opportunity, examine some of the teaching toys available in the classroom and, if possible, ask the teacher about the methods being used and their intended purposes.

Compare your answer with the one in the Appendix, Section 3: Activity 1.

Support Groups

Along with the resources you've been looking at, almost every community offers a variety of organizations and clubs to provide help and information for families with children. Family and Community Support Services may be able to organize additional household help for families, extra child-care arrangements, and counselling needs. Some associations will provide support workers to work with families in their home environment if those families are experiencing conflict or violence. Other groups may provide support and suggestions for families in which there are children with special needs or disabilities. Women's clubs may organize play groups for children, and places of worship may offer babysitting services to parents and caregivers who need a break.

Teamwork

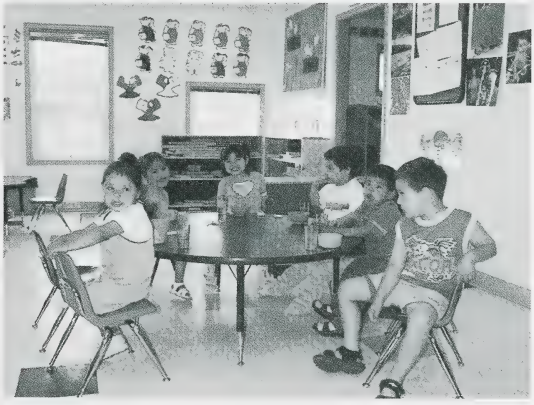
Task Management

11. Try to discover what support groups exist in your community to help families with young children. Begin by checking community directories and the phone book for listings of organizations and associations. (In the phone book, look first under the Human Services Guide near the front.) Try talking to people with young families or people who frequently work with children—social workers and day-care workers, for instance, or elementary school teachers. Work on this with a friend if necessary.

Compare your answer with the one in the Appendix, Section 3: Activity 1.

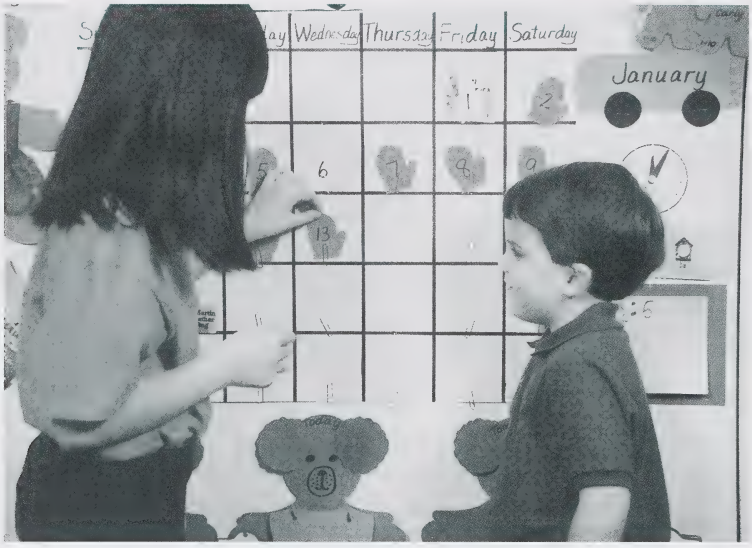
It has been said that it takes a whole village to raise a child. Fortunately, today in Canada parents with children can seek assistance from a variety of community organizations. Support of this kind helps parents and children, but it also helps society in general. It ensures that members of the generation now in its early years will have the best chance possible to develop their full potential and grow up into well-rounded, contributing members of society.

Support organizations like those you've looked at don't function without people. Fortunately, many people can't think of a more fulfilling manner of earning a living than working with children in a variety of ways. Does working with young people interest you as a career? If so, you should find the next activity interesting.



ACTIVITY 2

Working with Children



As a student acquiring high school credits, you're probably beginning to think of the career you'll have when you've finished school. Most likely, when you hear the word *career*, you think of the paying job, or the sequence of jobs, you'll have in the work world. This is certainly the basis of any career; but, taken in a broader sense, the word can mean much more. Your career can be thought of as the path or route you take through your life. Factors such as education, paid work, volunteer work, marital situation, parenting, hobbies, and leisure activities and other lifestyle choices you make can all be thought of as contributing to your unique career.

Your decision to work on this course may be an indication that you're thinking of a child-focused career. You may be interested in being a day-care provider, an early childhood educator, or perhaps a health professional working with the physical, intellectual, and emotional development of children. Perhaps you think you'd like to become a nanny or write children's books. Maybe you're interested in designing toys or becoming a child psychologist. Or perhaps you simply intend to do volunteer work with children—coaching a Little League team, for instance. And possibly you're taking this course simply because someday you want to be the best parent you can possibly be.

Whatever your intentions, making choices in the area of your career involves first of all thinking a bit about yourself. Then, you have to discover what different occupations are available and learn what each of them involves. Finally, you must decide which of the options available are best for you and make a decision accordingly.

Learning About Yourself

You probably feel that you know yourself pretty well. But you may not have thought much about how your qualities and aptitudes may suit you for some sorts of professions and not others. To learn more about yourself, you may want to examine such things as your dreams, goals, interests, abilities, experience, values, temperament, and personality.

1. This question should help you focus a bit on the sort of person you are. Think about your abilities, skills, interests, values, and goals. As you do this, construct a chart like the one that follows and fill it in. Here are a few pointers that may help with this process:

    - When considering your aptitudes, think about the things you seem to do well naturally. Are you good at dealing with people? Are you naturally well organized? Do you communicate well naturally? Do you prefer working with people or with things? Are you mechanically inclined? Are you better at physical work, or do you prefer sitting at a desk or a computer? Do you like being with children? Do you consider yourself responsible and reliable, or are you more the spontaneous, creative sort? Do you function best in an environment with set rules and expectations, or do you like to be your own boss? Are you self-motivated? Enthusiastic? Do you prefer to work in a team or on your own?

    - When thinking about your skills, consider the abilities you've acquired rather than natural aptitudes. For instance, do you have computer and keyboarding skills? Have you spent much time dealing with children—perhaps as a babysitter or an older sibling? Do you speak more than one language? Have your interests led you to acquire skills in areas such as carpentry, mechanics, food science, or dramatic or visual arts?

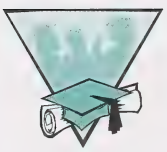
    - When looking into your interests, you may find some overlap with the first two categories; after all, your abilities and the skills you've acquired will generally reflect things that interest you. However, when considering your career, it's important to focus specifically on areas that hold a particular fascination for you. Think about the things you like to do. Do you enjoy sports and physical, outdoor activities? Do you love to read, or would you rather be working with your hands? Are you fascinated by other people and their problems, or are you more interested in cars or boats? Do you like animals? What hobbies have you pursued over the years?

    - **Values** are those things that you consider really important in life and which guide your behaviour. For example, you may value your family and friends, making a lot of money, protecting wildlife and the environment, health and fitness, having a good time, helping others, or trying to be the best person you can possibly be. Your values may stem from your religious beliefs, but not necessarily. Everyone has many important values, but people seldom stop and think about the things that are most important to them in life. Now's your chance to spend some time doing just that.

▼
values: *those things that people consider truly important and which guide their decisions and behaviour*
▲

- Goals are simply the things you hope to achieve in the future. Some goals are short-term, such as losing weight or improving your math mark. Other goals are long-term; these are the ones you should focus on now. What are your career goals? Do you hope to rise to a position of power and make a great deal of money? Do you want to lead a less stressful life doing the things you love to do? Do you want to help people? Is financial security important? Do you want to have one or two jobs throughout your life, or do you long for change and variety? Do you hope to emphasize your family, your job, personal interests, or something else as you move through your working life?

Careers



a. Now construct and fill in your chart. Be as honest with yourself as you can.

ABILITIES	
Aptitudes	
Skills	
Interests	
Values	
Goals	

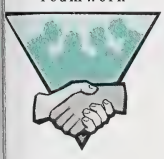
Teamwork

b. If you can, show your chart to a family member or a close friend whose opinions you trust and see if that person agrees with your self assessment. Sometimes other people can see abilities in us that we can't see as well in ourselves. If there are any differences in the way the person you've consulted would assess your personality, talk them over; but remember, ultimately it's your feelings that matter most in this issue.

Compare your answer with the one in the Appendix, Section 3: Activity 2.

You've now thought a bit about the sort of person you are—your interests, aptitudes, goals, values, and skills. At this point, it's time to think about what sort of work in the area of child care these qualities might one day lead to. One of your Section 3 assignments will ask you to investigate one career associated with community child care, but first it's necessary to simply identify some of the possibilities. You've already done much of the groundwork in this area by investigating the child-care resources in your community, so all that should be required now is to do some brainstorming, along with a bit more research, and come up with a list of job possibilities.

Teamwork



2. With a friend or classmate, if possible, make a list of as many job and career possibilities as you can in the field of child care. These can range from being a nanny or day-home provider to being a toy designer or **pediatrician**. At this point, don't think of which jobs appeal to you most; that will come soon. Right now just concentrate on making that list. You may include volunteer work as well as paid employment if you wish, to remain in keeping with the broad definition of *career* used in the introduction to this activity, but focus chiefly on area of paid employment.

ediatrician: *a doctor specializing in hildren's health*

If you're having trouble getting ideas, look back over some of the other lists you've made, such as the one of resources in your community. You can also get ideas about careers in your library; ask your librarian to direct you to material in this area. If you have access to the Internet, there is a great deal of information available. Following are a few websites you could check out:

- **http://www.alis.gov.ab.ca/occinfo**
- **http://www.alis.gov.ab.ca/hotline**
- **http://www.worksearch.gc.ca**
- **http://www.strategis.ic.gc.ca**
- **http://www.tradesecrets.org**
- **http://www.ab.hrdc-drhc.gc.ca/lmi/**

Compare your answer with the one in the Appendix, Section 3: Activity 2.

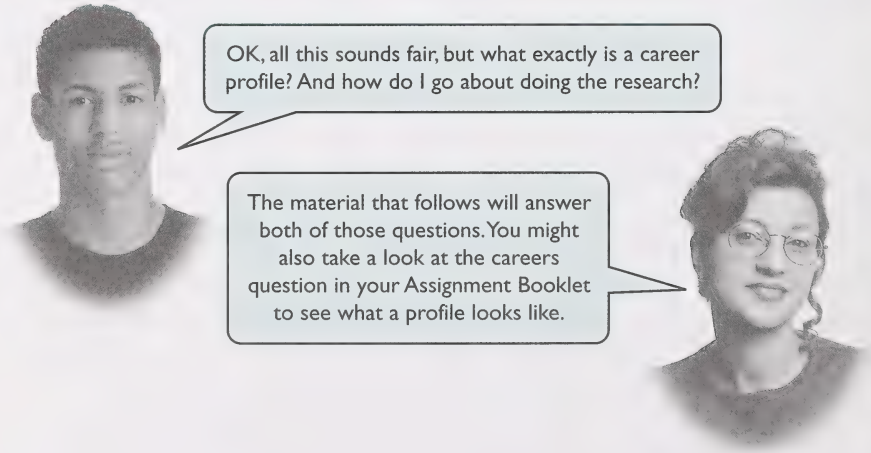
A Career For You?

Now it's time to think about **one** career opportunity in a field related to child care and research it in a bit more depth. In your Section 3 Assignment, you'll be asked to complete a **career profile** (or a job profile) on one such career. The material that follows will prepare you for this task.

3. At this point, take a while and study the list you made for question 2. Keeping in mind the chart you completed for question 1, which of the jobs or career areas you listed appeals to you most? In your answer, explain why, referring to your own skills, aptitudes, values, goals, and interests.

Compare your answer with the one in the Appendix, Section 3: Activity 2.

career profile: *a concise summary of an occupation from a variety of perspectives*


OK, all this sounds fair, but what exactly is a career profile? And how do I go about doing the research?
The material that follows will answer both of those questions. You might also take a look at the careers question in your Assignment Booklet to see what a profile looks like.

A career profile is a concise summary of an occupation from a variety of perspectives. Your career profile will be divided into nine sections and presented in the form of a chart for easy reference. What follows is a description of these sections:

- **Job Title:** Simply give the precise name of the position. If there are both an official and a commonly used title, give both.

- **Education:** Explain the minimum level of formal schooling a person filling this position must have. High school? University or college? If the latter, what diplomas or degrees are necessary?

- **Skills and Aptitudes:** Outline the personal qualities a person should have for this position and the abilities he or she should possess to do the job well. For example, does the job require good communications skills? Patience? Physical strength and stamina? A talent for working under pressure? Good people skills? Organizational abilities?

- **Functions/Responsibilities:** Explain concisely what it is that a person in this position actually does. Naturally, you can't go into much detail at this point, but try to outline the principal duties and responsibilities involved in doing this job.

- **Working Conditions:** Discuss things like the kind of hours that are required in this position, whether the job involves working in an office, travelling, working with seniors in their homes, and so on. Include any important or unusual aspects of the job's demands.

- **Salary Range:** State the range of salary that a person in this line of work might expect to receive.

- **Employment/Advancement Opportunities:** Explain how good the prospects are for obtaining work in this area and describe one or two opportunities a person successful in this position might move on to.

- **Pros and Cons:** Comment on the positive and negative aspects of this career as you see them. Think of yourself, and try to decide on how suitable this occupation would be for someone like you.

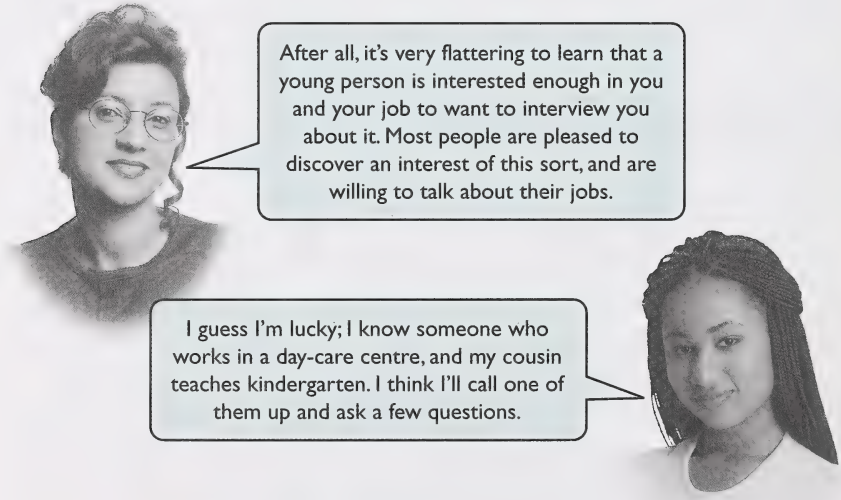
Task Management

- **Resources Used for Research and Future Reference:** List the resources you used and the people you contacted, if any, to acquire your information. Include, as well, suggestions for other places you could go in the future to learn more about this career area.

If you're attending school, your Community Health teacher or your guidance counsellor is the person to go to first for help with your research. He or she should be able to refer you to sources that will give you most of the information you're after. Another excellent resource is your school or community library. Ask the librarian for help in locating relevant material. If you're working on your own, go to your librarian first for guidance. Those Internet references given in question 2 are another source you might find useful. As well, you may use search words such as *pediatrician* and *nanny* on your favorite search engine to find information on specific careers.

Often the best way to get information on a career area is to speak with someone who's actually doing the job you're interested in. Once you've decided on the career or job you're going to investigate and you've learned a bit about it, you might consider trying to contact someone—in person or over the phone—who does that job and find out first-hand just what it involves. If you're studying in a classroom situation, your teacher may be able to help you arrange an interview. If you're a distance-education student, you'll likely have to do more on your own, but talk to your teacher if you need help.

Some students find it difficult to make contacts of this sort; but if you phone someone, politely identify yourself as a Community Health student, and explain the purpose of the interview, most people will be more than willing to give you a few minutes of their time—either over the phone or in person at a time you can arrange.


After all, it's very flattering to learn that a young person is interested enough in you and your job to want to interview you about it. Most people are pleased to discover an interest of this sort, and are willing to talk about their jobs.
I guess I'm lucky; I know someone who works in a day-care centre, and my cousin teaches kindergarten. I think I'll call one of them up and ask a few questions.

Certainly contacting someone you know is the easiest route to getting first-hand information, but not everyone is that lucky. If you're uncomfortable with the idea of conducting an interview with a stranger, the following pointers should help:

- Prepare beforehand. Have all the questions you want to ask written down in a logical order. Concentrate on questions that are specific to the career you're investigating. You might even give your interviewee your list in advance to give that person a chance to think about them.
- When you arrange the interview, try to find a time when the person you're talking with isn't usually very busy. Be as open as you can to times that are convenient to your interviewee.
- If you're conducting the interview in person (rather than over the phone), be sure to dress appropriately.
- Keep your questions on a professional level, focusing on questions about such things as duties and advantages and disadvantages of the occupation. Asking questions that are too personal, such as how much money a person makes, are out of place. You'll have to get information of this sort elsewhere.
- Be sure to ask specifics about normal workday activities, and then ask how things have changed over the last few months and the last year or two. Then ask your interviewee to predict how things are likely to change in the future.
- Listen carefully and make notes. If you wish to record the interview on audiotape, be sure to get permission first from your interviewee.
- Keep the interview short—maybe 10 to 15 minutes in length. Tell your interviewee approximately how long the talk will last and stick to that time frame—unless, of course, your interviewee clearly wishes to talk at greater length.
- Thank your interviewee when the discussion is over. Following up a day or two later with a brief thank-you note is a very nice touch.

Note that doing an interview isn't required for your assignment if you can get the information you're after in other ways. Talking with a real, live human being in the career area you're interested in, however, will probably give you a much better feel for the occupation than anything else.

4. Imagine that you're about to conduct an interview with someone working in your chosen field. Develop at least **five** questions you would ask.

Compare your answer with the one in the Appendix, Section 3: Activity 2.

In this activity, you've thought about career possiblities related to the field of child care. You've analysed yourself, thought about a variety of career areas, and prepared to research one area for your Section 3 Assignment. Chances are that you're now in a position to dig in and get to work on this task, but if not, you'll find more help in the Follow-up Activities.

Child-related careers provide job opportunities at just about all levels of formal education, experience, and responsibility. Some careers require extensive education, while others ask for a high school diploma. Still others, such as that of a family day-home provider, require little formal education as long as the person involved is responsible, experienced, patient, and energetic and can provide a home environment that meets the standards required for child care.

Working with children is a demanding activity; it requires exceptional energy and patience. Salaries, especially in the jobs requiring less formal education, are sometimes not as high as those in some other fields, but the satisfaction and other rewards of working with children are more than enough compensation for most caregivers. If you genuinely enjoy working with children, a career in this area can give you enormous pleasure and satisfaction. You'll end each day knowing that you've done something to make the world a better place in which to live.

FOLLOW-UP ACTIVITIES

If you had difficulty understanding the concepts in the activities, it's recommended that you do the Extra Help. If you have a clear understanding of the concepts, it's recommended that you do the Enrichment.

Extra Help

1. In Activity 1 of this section, you looked at community resources in the area of child care. The following two articles appeared in the *Edmonton Journal* in January 2000. They describe an innovative way of delivering preschool experiences to children who might not otherwise have access to them. Read the articles; then answer the questions that come after them.

The Cow That Jumped over the Moon
Preschoolers climb aboard the little classroom on wheels

Five toddlers are playing inside the belly of Mama Cow on a winter morning.

Josephine is pouring sand into the mouth of a toy frog. Rosanna is drawing circles on paper with a hot pink marker.

Isaac and Tanner, the twins, are pushing a ball down the chute of a spiral toy. Armand is investigating a basket of building blocks.

You'd think all this stomach activity would leave a cow with a bad case of bovine indigestion, but Mama Cow isn't belly-aching about it.

Three days a week she roams Edmonton's outlying suburban neighbourhoods, looking for little kids and parents who crave a special outing.

Curious newcomers climb aboard Classroom on Wheels, one of the most imaginative projects of the Success by Six strategy for Edmonton preschoolers.

Mama Cow is the head of the herd of the five Holstein buses, all kidmobiles with different purposes. The buses bring an enriched preschool to children who might miss out on other programs that are too far away, or too expensive for the family.

Staff on board also offer easygoing suggestions and referrals to young parents.

"I love this program because my kids get to be with other children," says Kim Jackson, mother of the twins. "I learn a lot myself here, about child development, how to teach the boys to listen, what toys are good for children, and that sort of thing."

Mama Cow is grazing in the snow this morning beside the Ormsby Place rental units in the city's southwest corner. It's so cold outside you can see the cow's breath in the air, but the kids in her belly are cosy.

The Old Holstein used to be a regular school bus, but the bench seats are gone. She's just been refitted with a new heater, tiny play tables, a sand and water table, a play carpet, a sink, and well stocked toy cupboards.

The Cow ladies—known to adults as preschool teacher Tina Bergman and outreach worker Anna Corrigan—begin the day by putting up a welcome sign on the curb beside the bus.

"The Success by Six cow buses roam from neighbourhood to neighbourhood, offering constructive play, games and other fun programs to help children get ready for school," the sign says. "And parents become involved so everybody benefits."

Mama Cow parks beside a community hall, with an accessible bathroom, usually near a Capital Region Housing tenant centre. Bergman and Corrigan carry toys and books inside the hall on extra cold mornings, but the kids play right on the bus most days.

A typical morning opens with a nutritious snack, a story and special play activities that change every 15 minutes.

"We try to do things that will attract the child so much that they'll want to come back," says Bergman, an early childhood instructor with 14 years experience. She sings to the kids throughout the session, and teaches parents the unfamiliar stories, songs, word games and rhymes they can try at home.

You should hear her sing the *Cow Class Boogie*.

While Bergman works with the kids, Corrigan leads a discussion group for the adults on parenting. Today the adults are talking about speech and language development. They've also listened to guest speakers such as a nutritionist and a dentist.

Andrea Olivier says the cow bus is great for first-time parents like her, and first-born children who live in isolated corners of the city.

She points to Armand: "It gets him out with other kids, it gets me out with other parents, and it gets us both learning how to learn."

Corrigan says these parents are getting the word out about the cow buses. "The people who come here really help us bring in other children."

Working under the direction of Jane Jackson at the Oliver School Centre for Children, the two staff members had to determine which neighbourhoods needed the cow bus visits the most. When their research was finished last year, they knocked on doors for months to invite parents and kids to come for a visit.

"We stress that the parents are the experts because they know their child best," says Bergman. "We are here to support them."

[1] "The Cow That Jumped over the Moon," *Edmonton Journal*, 14 January 2000, C1. Reproduced with permission of the *Edmonton Journal*.

Eye-Catching Cow Buses Hit the City Streets with Bells On

Mama Cow is just one of five Holstein buses in the Success by Six project for the city's preschoolers. Here's a quick look at the rest of the herd.

The Transportation Cow—Cow Driver Jeff Thompson transports kids for the city's Head Start programs and for non-profit daycare centres with a high proportion of subsidized children. This way the kids can enjoy more free field trips to favourite destinations around the city, such as Fort Edmonton.

"Children just love getting on my bus," says Thompson. "Their eyes just light up." And the adults he meets at intersections? "They definitely look twice."

The Science and Technology Cow—This cow boasts an inflatable planetarium and two computers. Three staff members from the Edmonton Space and Science Centre take an enriched science program to kids in 53 Head Start and daycare centres. Each centre is visited four times a year.

"It's amazing what these little kids know and what they enjoy learning," says Max Scharfenberger, who oversees the staff at the space and science centre. "They're like sponges. They absorb more than junior high students."

This cow bus is sponsored by Imperial Oil.

The Early Learning Cow—This cow will offer a program much like Mama Cow, but it will welcome younger toddlers and infants. It should be on the road by February.

The Literacy Cow—A qualified librarian and volunteers will welcome preschoolers and families to a storytelling program that will encourage family reading. A mobile library is also planned. The bus will be on the road next month. The Rotary Club is the sponsor.

How did all this get started? Child care workers in the southwestern United States invented the cow buses for kids. The Edmonton team had to adapt the idea to a northern Canadian climate, contending with snowboots, snowsuits and cold feet on the bus floors, but the mobility makes the extra effort worthwhile.

Cow buses can bring preschool programming to the families that need it most without the heavy start-up costs of one fixed child centre. Second-hand buses cost about $25 000 to renovate and equip.

"There are endless possibilites in what we can do," says Jane Jackson, the early learning co-ordinator who keeps the cow buses on the go.

Every cow bus will remind adults in Edmonton that young children deserve the best start the city can give them, adds Carol Gilfillan, the director of Success by Six.

She can hardly count the Edmontonians who put extra energy into the cow bus project, from the employees at Firestorm Automotive Restyling who painted the Holstein exterior designs, to workers at R. V. Country who finished the unusual interiors.

The federal government has promised $450 000 to the Cow bus program in Edmonton over three years. United Way, Rotary, Imperial Oil and the City of Edmonton are helping, too, but Gilfillan is looking for more community involvement.

To find out what you can do to support all Success by Six projects in Edmonton, call her at 990-1000.

Meanwhile keep your eyes peeled for new cows on the road, says Gilfillan.

"By summer they should be really visible all around the city."

a. In a sentence or two, explain the purpose of the Classroom on Wheels described in the article.

b. If you were a parent, would you consider taking advantage of this Classroom on Wheels program offered by "Mama Cow" for your preschool child? Answering this question will involve evaluating the program, so be sure to give your reasons in your answer.

c. Along with Mama Cow, Edmonton's Success by Six Program, as described in the article, operates four other "Holstein buses." What services do each of these four other buses provide children in the city?

Compare your answers with the one in the Appendix, Section 3: Activity 2.

In Activity 2 of this section, you were asked to think about careers in the area of community child care. You were presented with a career-profile chart and told that you'll be expected to research one job or career area as part of your Section 3 assignment and complete a job profile on it. It's possible, however, that you'd like to investigate the career area you're interested in rather more fully than this. The following list of questions may help you in your investigations. They may also help you with your assignment research. Some may give you ideas for interview questions.

- What are the high school course requirements for the job?
- What are the training requirements? Include information about the length of the training program, where it's available, and the approximate costs.
- Will you have to upgrade or retrain during your working career?
- What is the growth potential for this occupation?

[1] "Eye-Catching Cow Buses Hit the City Streets with Bells On," *Edmonton Journal*, 14 January 2000, C2. Reproduced with permission of the *Edmonton Journal*.

- What are your expectations of this occupation? What do you want it to do for you?
- What degree of job security is there in this field?
- What are the key skills required for this occupation?
- How does this occupation fit with your values?
- How would your interests relate to this occupation?
- What kind of financial rewards can you expect?
- What kinds of activities, duties, and responsibilities are involved?

- Where would you be most likely to get a job in this area?
- What degree of flexibility would you have in this career?
- What specific expectations is your employer likely to have of you?
- How will this particular occupation affect your lifestyle?
- Do you have enough information to make a decision? Where can you get more?
- Does the thought of a career in this area excite you? Would you look forward to it?

2. Can you add any questions to this list? See if you can come up with **three** or **four**.

Compare your answer with the one in the Appendix, Section 3: Extra Help.

Enrichment

Do **one or both** of the following.

1. In Activity 2, you were asked to research a career area related to community child care. Several methods of doing your research were discussed, and it was pointed out that often the best way to find out about a job is to actually sit down with someone who does it and discuss what's involved. Actually, there are even better ways, if you're really serious about learning all you can. One is to do volunteer work in the area. This involves a fairly large commitment on your part, but the rewards can be enormous. If you're interested in doing volunteer work in the area of child care, consider taking Community Health 2030: Community Volunteerism.

   Another good way to gain a better understanding of a specific career dealing with children is to do some job shadowing. Job shadowing involves spending a day or longer with someone at work as that person actually goes about the day-to-day business of his or her job.

   Of course, this means first locating and contacting a suitable person and getting permission to do some shadowing. For this reason, it's probably best to arrange things with the help of your Community Health teacher or career counsellor; but if you're on your own, it is something you can do yourself if you're willing to make the necessary contacts and set things up—with the permission of a parent or guardian, of course.

   Job shadowing is a wonderful way to get a first-hand look at what an occupation or position actually involves. Carefully watching someone actually doing a job—and, whenever possible, discussing what he or she is doing—will give you a much more accurate feeling for the job than reading or hearing about it can ever do.

   If you're genuinely interested in learning more about working in the area of community child care, try to arrange a day or two that you can spend with someone on the job. This will involve writing or telephoning a day-care centre or some other organization of the sort that interests you, explaining that you're a Community Health student, and politely requesting a chance to shadow a worker on the job. You may be turned down by some people you approach; they may simply feel that they or those who work under them are too busy at the time. However, if you keep trying, you should find someone willing to spend the time with you that you require.

Once you've set up a job-shadowing situation, here are a few things to bear in mind if you're to get the most out of it that you can:

- Take notes about what the person does. The form that follows shortly might come in handy.
- Keep asking yourself if you'd enjoy doing these kinds of tasks.
- Whenever you get the chance, record your own feelings about the job.
- Be sure not to get in the way of the person doing the job and other workers in the area. Don't ask questions while the person you're with is working; jot them down and ask them at the first convenient opportunity.
- Find out whether the day or days you've witnessed are typical. Ask what other tasks the person normally does.
- Find out how much the person's day-to-day tasks have changed in the last few years. Ask how the person thinks they'll change in the years to come.
- Thank the person you've shadowed when the project is over. It's always a good idea to follow up with a brief thank-you note a day or two later.

Here's the sort of form you can create for a job-shadowing project. Feel free to modify as you see fit.

JOB-SHADOWING INFORMATION

Position Title: _____

Name of Person Shadowed: _____

Time	Tasks Carried Out	Comments and Observations
Hour 1		
Hour 2		

When you've finished your job-shadowing project, write up what you've learned about the position in a report. Include things like the following:

- the duties the job entails
- the hours worked
- the skills the job requires
- the training needed for the job
- desirable personal qualities and aptitudes for the job
- what you liked about what you saw
- what you didn't like
- your own suitability for the position

2. In Activity 2, you spent some time assessing yourself in terms of possible career choices. You thought about your natural aptitudes, skills, interests, values, and goals. As mentioned in the suggested answer to question 1.a. of that activity, if you're interested in doing more of this sort of thing, there are books and websites available that allow you to do just this. In fact, a whole industry seems to have sprung up lately assessing people's personality types and directing them to appropriate career areas.

   If you're interested in doing this, check with your local librarian for books that might help you. Two you might start with are *Do What You Are* by Paul D. Tieger and Barbara Barron-Tieger (Toronto: Little, Brown & Company) and What *Colour Is Your Parachute*? by Richard Nelson Bolles (Berkeley, California, Ten Speed Press).

   If you have access to the Internet, you could start with this website:

   http://www.self-directed-search.com/index.html.

   Be warned, however, that this site charges money for the results of the personality test it offers.

Compare your answers with those in the Appendix, Section 3: Enrichment.

CONCLUSION

In Section 3, you've looked into community resources targeted at helping children and their families and you've thought a bit about possible careers in areas related to resources of these sorts. In our fast-paced world, it seems that people find themselves more and more pressed for time, working longer and harder just to stay in place. One result of this situation is that high-quality child-related community resources are increasingly necessary if children are to get the attention, the education, and the chance to develop and experience things that they need. If you're interested in a career in this area, that's good news for you.

But even if you don't end up working with children professionally, chances are good that you may one day be a parent. If so, having an idea of what resources are available to support you and your children may come in very handy. Few jobs in life are as demanding and important as raising a child, and it's important to make use of whatever resources there are to ensure that you do the job to the best of your ability. It's to be hoped that this section has made you more aware of the support your community has to offer.

ASSIGNMENT

Turn to Assignment Booklet B and do the assignment for Section 3.

S • U • M • M • A • R • Y

This course has introduced you to some of the basics of child development. In Section 1, you saw how children typically develop in a variety of areas from birth to the primary grades in school. Then, in Section 2, you examined children's needs for such things as love, security, and communication—along, with their basic requirements for a healthy diet and a safe environment. You also looked into what a few famous experts have to say about children's intellectual, social, emotional, and moral development. Finally, in Section 3, you researched resources in your community designed to support and assist families with children, and you thought a bit about a career in this area for yourself.

Like any introductory course, Community Health 1050 has been able to give you only a general idea of the needs and behaviours of children and how caregivers can work to best supply those needs and understand those behaviours. If you're seriously interested in this area in terms of a career, you should consider taking Community Health 2050 and 3050 (Daycare 1 and Daycare 2, respectively). But if this is as far as you intend to go with your studies in the area of child development, you should still take advantage of every chance you get to be with children, care for them, and teach them. After all, ultimately it's hands-on experience of this sort that produces the best children's caregivers and the best parents. And the best parents and caregivers produce the best children.

ASSIGNMENT

Turn to Assignment Booklet B and do the Final Course Assignment for this course.

APPENDIX

Glossary
Suggested Answers
Image Credits

GLOSSARY

Apgar scale: a scale used to evaluate a newborn's physical condition at birth

autonomy: independence and freedom to make decisions

body language: non-verbal communication by way of gestures, postures, and facial expressions

career profile: a concise summary of an occupation from a variety of perspectives

cartilage: an elastic tissue that forms most of the skeleton of babies and is largely replaced by bone as the child grows

concrete-operations period: according to Piaget, the third stage in development of understanding, normally lasting from the age of 7 years to 11 years

depth perception: the ability to judge the distance of an object and its relationship in space from other objects

emotional development: learning to express and deal with emotions in a positive way

fine motor skills: control of small muscle groups to carry out precise tasks like using scissors or manipulating small objects

folic acid: one of the B-complex vitamins

fontanels: gaps between the bones of the growing skull of an infant

formal-operations period: according to Piaget, the fourth stage in the development of understanding, normally lasting from the age of 12 years to 15 years

generativity: the concern for establishing and guiding the next generation

glucose/sugar: the digested form of a carbohydrate sugar that is to be absorbed by the body cells

grasp reflex: a reflexive response of a newborn to close the hand tightly over anything touching the palm

gross motor skills: control of large muscles to carry out tasks like standing, walking, and lifting large objects

latch-key children: children who arrive home from school before their parents come home from work and must therefore let themselves in with the house key

motor skills: abilities to use and control voluntary muscles

nanny: a person hired to look after the children of a family and, often, live in the family home

newborn: a child between birth and one month of age

parallel play: a form of social behaviour whereby a young child will play happily alone while in the company of one or more other children also playing alone

pediatrician: a doctor specializing in children's health

peer pressure: social pressure people feel to look, act, and think like other people in their age group

pre-operational period: according to Piaget, the second stage in the development of understanding, normally lasting from the age of two years to seven years

reflex: a natural, automatic response to a stimulus

respiratory system: the system of organs used for breathing—nose, lungs, and the airways connecting the two

riboflavin: one of the B-complex vitamins

rooting reflex: a reflexive response of a newborn to turn toward an object touching the face or lips and begin to suck

self-concepts: people's feelings about themselves, the way they perceive themselves, and the sense of approval or disapproval those perceptions create for themselves

sensorimotor period: according to Piaget, the first stage in the development of understanding, normally lasting from birth to the age of two years

separation anxiety: crying if left alone

sibling: brother or sister

social development: learning to interact with others

startle reflex: a reflexive response of a newborn to extend arms and legs and then pull back into a flexed position as if grasping when touched on the abdomen or exposed to a loud noise

stranger anxiety: a fear of unfamiliar people that many babies show by about the age of eight months

toddler: a child between the ages of one and three years

values: those things that people consider truly important and which guide their decisions and behaviour

vocalize: make sounds by using the voice

SUGGESTED ANSWERS

Section 1: Activity 1

1. Your answer to this question will depend on what, if any, experience you've had with newborns. The remainder of this activity will cover some typical newborn behaviour. Here are a few things some students have put down in answer to this question.

   Newborns

   - cry a lot
   - sleep a lot
   - must be fed frequently
   - must be burped and changed frequently
   - usually stop crying if they're fed, burped, held closely, or rubbed gently
   - wave their feet and arms around
   - blink or jerk when they hear loud noises
   - seem to respond to brightly coloured objects held close to them
   - turn toward a finger stroking their cheeks and try to suck
   - grab your finger and hang on if it touches the palms of their hands

   Did you come up with other behaviours?

2. If you've watched newborns, you may have observed that when they're placed on their backs, their heads are turned far to one side and the arm toward which they're looking will likely be outstretched at about shoulder level. The other arm may be bent with the hand close to the shoulder or the back of the head or stretched across the body as in this photograph. The hands may be tightly closed with the thumbs perhaps lying inside the curled fingers. Sometimes a fist may go to the mouth. Babies may hold their hips and knees bent with their feet turned up at the ankles. Their thighs are usually drawn up toward the abdomen with the knees slightly apart. Their feet may be close together or crossed.

   As for reflexes, you've likely witnessed the ones discussed in this activity if you've been exposed to newborns. Another reflex you may have noticed is one called the *Babinski reflex* whereby newborns extend their toes out and apart if the soles of their feet are touched. This reflex disappears after about eight months.

3. The baby may cry if your actions cause discomfort; but if you gently turn the head, he or she will usually return it to the side again when you release it.

4. If you were to turn the baby's head to the opposite side and gently hold it there, the baby would soon reverse his or her arm position by straightening the arm toward which the face is turned and probably bending the other arm close to his or her shoulder. This so-called *asymmetric tonic reflex* or *tonic neck reflex* is helpful for putting the hand into position for the eyes to see.

5. If you were going to pull a newborn up to a sitting position by his or her arms, the shoulders would lift but the head would lag completely behind due to the infant's weak neck muscles. When picking up, carrying, or holding a newborn, you must keep your hand or arm under the baby's neck and head at all times to provide support. It's always important to handle a baby gently and to hold him or her closely to ensure a sense of security.

6. Were you able to discover the information you were after? The following chart briefly describes each condition along with possible causes and treatment.

CONDITION	DESCRIPTION	CAUSE	TREATMENT
Down Syndrome	multiple defects including: • mental retardation • heart defects • delayed development	• a third chromosome with the normal chromosome 21	• special therapy • corrective surgery • special schooling
Cystic Fibrosis	• defect affecting respiratory and digestive systems • may cause death	• two defective genes, one from each parent	• lung exercises
PKU (Phenylketonuria)	• body unable to process specific protein • may result in mental retardation	• two defective genes, one from each parent	• special diet and meal supplements

Spina Bifida	• incompletely formed spinal cord • partial paralysis	• heredity and environment	• corrective surgery • physical therapy
Hydrocephalus	• excess fluid surrounding the brain • can lead to brain damage	• congenital • acquired after birth due to a factor such as brain tumour, infection, bleeding, meningitis, or trauma	• corrective surgery • special schooling
Tay-Sachs Disease	• lack a specific chemical in blood so cannot process or use fats • leads to severe brain damage and death by age 3	• defective gene, one from each parent	• no cure or treatment

. Answers will vary. Here's one student's list to compare with your own.

- Play a variety of good music in the home—but not too loud. Classical music, apparently, is especially beneficial.
- Spend a lot of time holding, stroking, and smiling at the child.
- Make feeding a quiet, relaxed, and pleasurable experience. Don't rush and act impatient.
- Expose the baby to different sights and sounds, but don't overwhelm him or her.
- Talk to the child even when it's just a newborn.

Did you think of anything else?

Section 1: Activity 2

. a. The newborn would be in the 50th percentile for length. This makes the child average in this category.

b. This three-month-old is in the 5th percentile for her weight, making her definitely on the small size. But remember, this is just one measurement, and she still falls within an acceptable range. Still, those responsible for her should keep an eye on her weight.

c. This nine-month-old is in the 90th percentile for her length, making her a large child and probably a healthy one. Still, this is only one measurement; if for instance, this same child scored very low in terms of her weight, it could indicate a problem. As a long child, she'd be expected to be somewhat heavier than most children her age.

2. Answers will vary. Compare your recommendation with the following:

   During the waking hours, it's important to lay the infant on his or her abdomen. This will stimulate the child to lift the head and chest, to push up on the elbows, and finally straighten the arms. The infant will also be able to arch his or her back when in this position, pivot on the abdomen, and push or pull along the bed or floor. If the baby wants to roll back over, put a small pillow or folded bath towel under the chest and gently pull his or her arms forward so that the hands will be in front.

   To ensure equal development of both sides, you could also recommend feeding the baby alternately from one side and then the other. Further, you could recommend sitting the baby in a car seat or infant carrier with support for the child's head.

   Did you come up with other ideas?

3. Answers will vary. This is usually an exciting moment, especially for the parents. It's something many people try to capture on their home videos if they have the recording equipment. This is the beginning of a whole new world for both the child and the family.

4. a. The child is very young, but has good head control; so he or she could be 2 to 3 months old.

   b. The child is standing alone, so he or she could be about 11 months or older.

   c. The child has lifted him- or herself to a crawling position; this baby could be 8 to 9 months of age.

   d. The child is a newborn.

5. Answers will vary somewhat. Following are a few classic finger games, but, in fact, you could use any rhyme while manipulating the child's fingers.

   - Pat-a-Cake
   - Here's the Church
   - This Little Piggy
   - The Grand Duke of York
   - Head and Shoulders, Knees and Toes

6. Answers will vary; the possibilities are almost endless. The important things in assessing your ideas are that the object be both safe for the child and interesting. Compare your list with these ideas:

   - toy trucks or cars to push along the floor
   - unbreakable kitchen dishes, pots, and pans
   - utensils like large spoons
   - stacking cups
   - blocks or rings
   - soft balls that the child can clutch
   - simple puzzles or shape sorters
   - small dolls or stuffed animals
   - toys like plastic telephones that have safe, movable components

7. Answers will vary. Did your observations concur with the descriptions of the behaviour that preceded the question?

8. - Depth perception is the ability to recognize an object as three-dimensional, not flat. It also involves being able to tell how far away an object is in relation to other objects.

   - Hand-eye co-ordination is the ability to move the hands deliberately in response to what is seen and to control the movement of the hands in manipulating seen objects.

9. Answers will vary. Once again, it's important that the objects be both safe and interesting. Since infants are fascinated with faces, an object placed in a child's crib could have the features of a face, but this is only one idea. The objects should be brightly coloured, and they must be able to be secured tightly to the crib so they won't fall onto the baby. A safe all-plastic mirror is an example of an object that can be used to use to promote visual development. You could also cut out or draw simple, colourful pictures of faces or bold geometric patterns and glue each picture on a paper plate and fasten it securely to the crib where the child couldn't tear it off and suck it. This would allow you to change the pictures often.

10. Everyone's design will be different. A brightly coloured face may be a good place to start your rattle's design. The toy could also have a variety of textures and hand holds. It could make different sounds, such as jingles and squeaks. It could be made of plastic or soft cloth. The key to your design must be safety. The rattle should have no small parts that could swallowed or sharp pieces that could cut or bruise a child. It must be solidly constructed so it won't break or fall apart into smaller pieces.

11. Research test results have indicated that most infants prefer bright colours over subtle ones. Did your tests confirm this result?

12. Answers will vary. Here are a few ideas with which to compare your own:

    - Take a toy and hold it within reach of the baby. Observe if the baby waves his or her arms. Now move the object away so that the child can't possibly reach it. Does the baby stop moving his or her arms? If so, this indicates that the child is learning depth perception and now knows that the object is too far away to grasp.

- Try waving your hand or a small object in front of the baby. Move your hand (or the object) in half circles or another simple pattern. As you do this, observe the baby's pupils (the black hole in the centre of the coloured part of the eye). Can you tell whether the child is developing an improved ability to focus?

- Cover the baby's face and line of vision with a light piece of cloth. Does the baby react and attempt to remove the cloth because it's interfering with his or her sight?

- Have someone make a noise in another part of the room. Watch to see if the baby tries to search out the source of the sound with his or her eyes.

13. It's most important for young infants, who are totally dependent on others for survival, to be able to let their caregivers know when they're in distress and need help. Therefore, it makes sense that a child's earliest ability to make vocal noises should involve making discomfort sounds.

14. What you discovered from your recording will depend on the age of the child. Around the age of one year, children should be starting to pronounce these consonant sounds:

- *m* as in *monkey, hammer*
- *n* as in *nail, penny*
- *h* as in *house*
- *w* as in *window, web*
- *p* as in *pig, puppy*
- *b* as in *boat, baby*

These children should also be trying to use simple consonant/vowel combinations such as *ba-ba* and *na-na*.

15. Answers will vary somewhat. The first thing to do when a baby is crying is to check for obvious reasons for discomfort. In other words, determine whether or not the child is hungry or if he or she is in need of a burping or a diaper change. If these things seem in order, here are a few more suggestions to compare with your own:

- Wrap the baby in a blanket in case the child is cold or remove one if the child seems hot.

- Cuddle and rock the baby gently.

- Move the baby to a new area and make him or her comfortable.

- Sing or talk softly to try to calm the child down and reassure him or her.

- Distract the baby with a stuffed toy or another interesting object.

- Place the infant in a baby carrier and walk around the house or the yard with him or her.

- Take the child for a ride in the car. (Many babies find the gentle motion of a car soothing and fall asleep quickly.)

- Go for a walk with the child in a stroller.

Did you think of other ideas?

16. Laughter is a uniquely human response to pleasure and happiness. It always makes a person feel good to see another person laughing, especially if it's someone the person loves as much as parents love their children. But when babies are first born, they aren't capable of laughter; even what appear to be smiles usually indicate only that they're having problems with gas. It's natural, then, that the first real "belly laugh" of pure pleasure will warm a parent's heart. It shows that the baby is turning into a real little person who can take pleasure in life and the company of his or her parents.

Section 1: Activity 3

1. Answers will, of course, be personal. If you were 90 cm tall at the age of 18 months or two years (depending on whether you're male or female), it could have been predicted that you'd grow to be 180 cm tall by adulthood. If you're presently 160 cm tall, and you divide this number by 2, then you may have been 80 cm tall when you were a toddler.

   Remember, though, that this formula is simply a rule of thumb. It works often enough, but it's by no means highly reliable.

2. Answers will vary. The point of this exercise is to give you a chance to see for yourself some of the typical developmental skills of toddlers. You aren't really testing the child. This must be done by a qualified professional.

3. a. Rema, Artist 3 b. Derek, Artist 1 c. Sayori, Artist 2

4. Answers will vary. Here are some suggestions for toys to improve fine motor co-ordination. Compare them with your own ideas.

   - crayons
   - play dough
   - large beads to string
   - blunt scissors
   - simple puzzles
   - paint sets
   - stacking toys
   - dolls to dress
   - small trucks and trains

   As toddlers like to imitate adults, small, child-sized toys that resemble things adults use are often a good idea. Examples include the following:

   - small brooms and shovels
   - plastic or wooden tools
   - play dishes

   Remember, when selecting any type of toy for a child this age, you should always ask the following questions:

   - Is the toy safe, without sharp edges or small parts that could be swallowed?
   - Is the toy well made and durable?
   - Can it be cleaned?
   - Is it free of toxins (such as the lead-based paints used in the past)?
   - Will it be easy for the child to handle, considering the size of the child?
   - Is it appropriate for the child's age and ability? Will it be frustrating or satisfying to use?
   - Will it encourage the child to use his or her imagination?

   Did you give your reasons for selecting each toy? Did you explain how it would help a child develop fine motor skills?

5. Answers may vary somewhat. Often young toddlers' interests, feelings, and wants outstrip their ability to use language; so it's often easier for them to use simple gestures, movements, and facial expressions to communicate. This changes, however, as they grow older and their language skills improve.

6. Answers will vary. Compare your ideas with the ones that follow.

   a. "Ball!"—"You have a big, red ball." or "Can you throw your ball?"
   b. "Milk!"—" Would you like a glass of milk?"
   c. "More!"—"You must be hungry if you want more crackers."

7. Answers will vary. Most children's recordings use techniques like these:

   - simple, repetitive tunes
   - a simple storyline (often with funny or unusual events taking place in familiar situations)
   - familiar words, many with only one syllable
   - lots of repetition
   - exaggerated vocal expression to convey emotions like surprise, fear, and excitement

   Did you come up with any other ideas?

8. What sort of flash cards did you create? A good idea is to use clear, simple pictures of familiar objects that the child can name. You can draw them (if you're a good artist) or perhaps cut them out of magazines or catalogues. If you managed to make a set and try them out with a child, how successful were they as a teaching/stimulating tool?

9. Answers will vary. Compare your ideas with the following suggestions:

   - Good for you!
   - Great job!
   - You did that very well!
   - Terrific work!
   - You learn very fast!
   - This is wonderful!
   - You sure worked hard!
   - This is really nice!
   - Boy, you're learning a lot!
   - That's a beautiful . . . !
   - I didn't know you could do that so well!

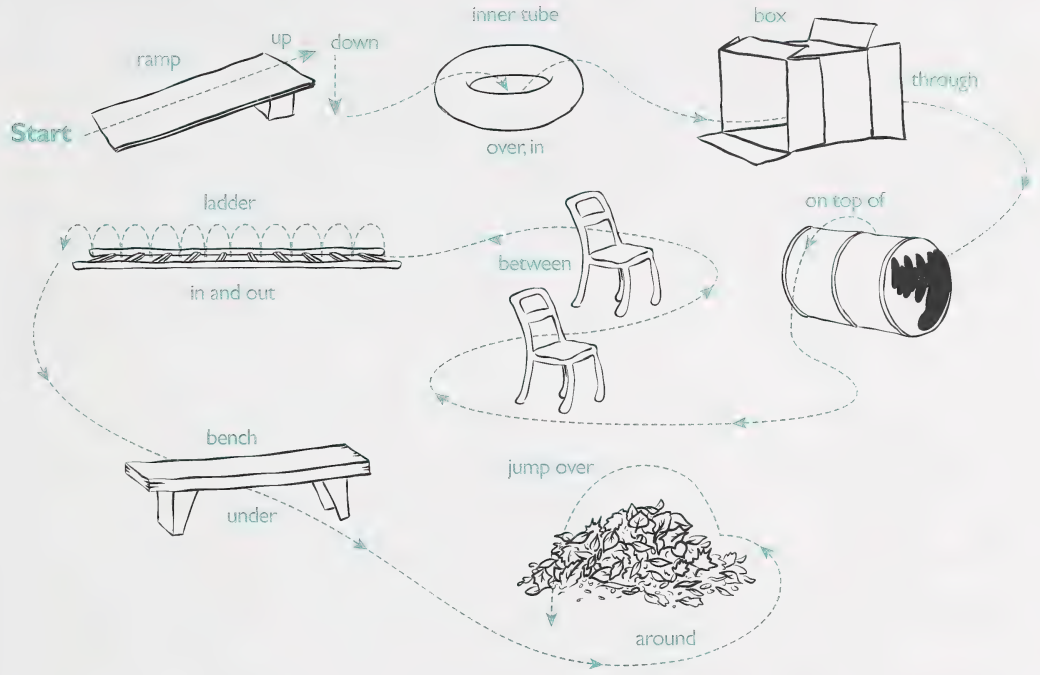
   Remember to keep the comments positive and short. Children become aware of intonation of voice, so your voice must be as enthusiastic as your comments.

Section 1: Activity 4

1. In designing your obstacle course, it's important to keep safety uppermost in your mind. It's also important, of course, to design a course that

   - invites children to try it out
   - challenges children in the target age group but isn't so difficult as to be impossible for them

Compare your obstacle course with the one that follows. Any visible variations of this sort of design is acceptable.



2. Answers may vary somewhat. Compare your ideas with the ones that follow. Children might paint by

- using their fingers
- using an eyedropper
- placing a puddle of paint on the paper and then folding or tipping the paper in different directions
- blowing paint on the paper with a straw
- using a sponge
- using vegetables (such as potatoes) cut into shapes
- dipping a string in paint and moving it along the paper

There are many other possibilities. Did you come up with any?

3. Answers will vary. Compare yours with the ones that follow.

   a. Your belly button is what is left of the tube or cord that once joined you to your mother. That cord was how you received your air and nutrients before you were born. When you were born, it was cut. It didn't hurt when they cut it, and you did not need it any more because you could now eat and breathe on your own.

   b. The sky is blue because light from the sun gets caught and reflected in the dust in the air around the earth. The reflected light looks blue to us.

   c. When the toilet flushes, water takes the waste through pipes to larger pipes outside of the house, and those big pipes take it to the city's (or town's) sewage-treatment plant. There, it will be cleaned and then dumped into the river, which washes it away. (Obviously, this answer would be somewhat different for a rural family on a septic system or a village or hamlet that uses a cesspool system.)

4. Answers will vary. Here are a few ideas to compare with your own:

   - If possible, read stories to the child about children experiencing similar problems. (Fortunately, more and more such books are now being produced.)
   - Build up the child's self-confidence with praise for jobs well done.
   - Provide adequate time for the child to relax.
   - Reduce pressures and busy schedules.

   Did you think of any other ideas?

5. Once again, answers will vary. Here are a few ideas for comparison with your own.

   a. We all like you, but we don't like it when you bite or fight. Do you like it when people do that to you?

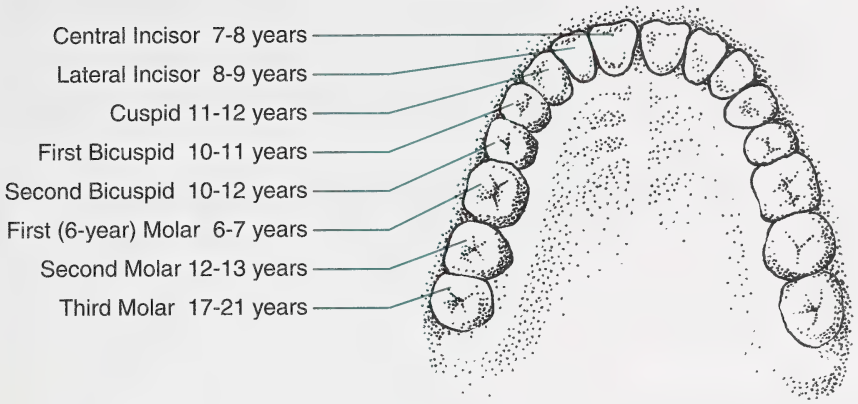
   b. Could you play like Alexandra is playing now? She's staying quiet and it looks as if she's having fun.

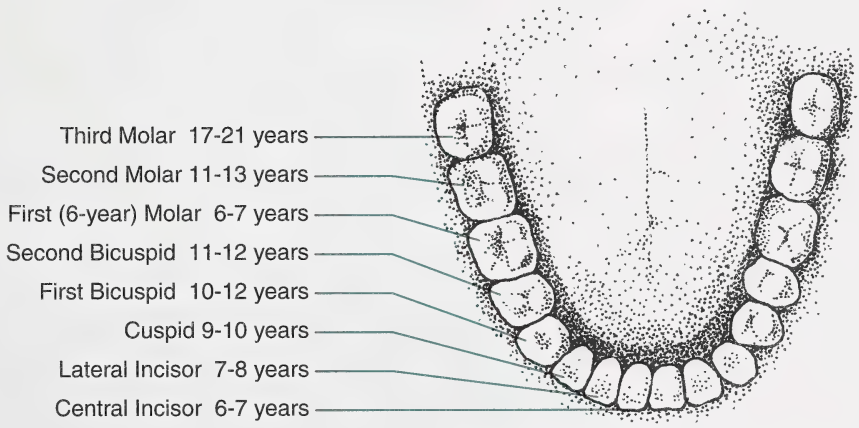
   c. When you were a baby, you used to suck your thumb. It was okay then because you didn't have any teeth. But now you've grown up, and you'll push your new teeth if you keep sucking your thumb. The dentist hopes you'll try to stop.

   However you responded to this question, the important thing is that you were positive, not negative. Children, like everyone else, respond better to positive, encouraging support than to harsh criticism.

Section 1: Activity 5

1. In case you weren't able to get access to a dental chart, take a look at the one that follows. It gives the basic sequence that permanent teeth usually follow.


Central Incisor 7-8 years
Lateral Incisor 8-9 years
Cuspid 11-12 years
First Bicuspid 10-11 years
Second Bicuspid 10-12 years
First (6-year) Molar 6-7 years
Second Molar 12-13 years
Third Molar 17-21 years


Third Molar 17-21 years
Second Molar 11-13 years
First (6-year) Molar 6-7 years
Second Bicuspid 11-12 years
First Bicuspid 10-12 years
Cuspid 9-10 years
Lateral Incisor 7-8 years
Central Incisor 6-7 years

2. Answers will vary. Here are a few examples.

   a. Ricki is a rascally rabbit who rides rollercoasters.
   b. Lady Lilly likes licking lots of lollipops.
   c. Kenny Kangaroo kicks high in karate class.
   d. Charlie the chipmunk chats to champion chimpanzees.

3. Answers will vary. As well as the points mentioned in the question, a calendar can give a child experience with

   - letters
   - numbers
   - holidays
   - seasons
   - information about the picture for each month

   Did you think of anything else?

4. How did your observations go? It's likely that you noticed a number of behaviour patterns typical of children at this age. For instance, you probably noticed that young school-aged children will play with children of the same age, grade, and sex. Boys will often play more actively and aggressively, while girls are more likely to spend time walking, skipping, or playing on the swings together.

   Did you notice anything that surprised you? Did you see anything that upset you, such as bullying, teasing, or picking on less popular children? Were you able to write your findings in a short report?

5. Answers will vary. Here are a few ideas for tasks that young school-aged children may be able to handle:

   - making their own beds
   - cleaning up their bedrooms
   - setting the table
   - putting groceries away
   - getting the mail
   - dusting
   - helping collect and/or return the laundry

   Did you have any more ideas?

6. Answers will be personal. People have very different ideas about allowances, and sometimes this can cause conflict within families. Did you draw upon personal experience in coming up with your answer? Were you able to defend your ideas?

7. Answers will be personal. Did you find it difficult to propose steps to take in dealing with the problems? Situations of this sort can be very delicate, and often well-intentioned intervention on the part of parents and teachers only makes things worse. Still, it's important to do whatever is possible to make a child's early school experience a positive one. The negative effects of unpleasant experiences at this stage can haunt a person for many years.

Section 1: Follow-up Activities

Extra Help

1. The child described is most likely between the ages of six and nine months of age—probably closer to nine. Sitting alone briefly and trying to stand while holding onto furniture are motor developments typical of this age group. The other skills will have been developed earlier on.

2. Answers will vary. Compare your ideas with the ones that follow:

   - Feed, change, and bathe the baby regularly.
   - Respond to the baby's cries.
   - Smile at the baby.
   - Talk to the baby.
   - Play with the baby.
   - Provide stimulating (but not overly stimulating) things for the child to look at.
   - Expose the baby to a variety of faces and voices (but not too many at one time).
   - Play quiet music for the baby.
   - Provide kind, loving care.

   Did you come up with any other ideas?

3. Again, answers will vary. Here are a few ideas to compare with your own:

- Make talking a pleasant experience—smile, listen, and respond.
- Use lots of repetition when talking to a young child.
- Talk to a young child using simple sentences and simple words.
- Talk about things that the child sees you doing. For example, "Now I'm going to wash the dishes. Then I'll vacuum the floors."
- Don't anticipate the child's needs; allow him or her to ask for things.
- Take your child's questions seriously and provide simple, understandable answers.
- Don't allow older brothers or sisters to talk for the child.
- Don't let children fall back on pointing and crying to convey their messages if they can talk.
- Read to the child and name objects in picture books.
- Make games out of listening to and saying sounds.

Did you think of anything else?

4.

Enrichment

1. The reflexes of a newborn can be caused by the following stimuli:

   a. sucking: An object in or touching the mouth, such as a breast or bottle nipple, causes the newborn to suck.

   b. swallowing: Food at the back the mouth causes a newborn to swallow.

   c. sneezing: An irritation in the nasal passages causes sneezing.

   d. Moro reflex (also called the *startle reflex*): A sudden, loud noise causes the newborn to throw out the arms and feet. (This reflex is sometimes useful in diagnosing brain damage because it ordinarily disappears during infancy but is present later in life among people with impaired motor function.)

   e. Babinski reflex: Tickling the middle of the soles of the feet causes a newborn to fan out the toes.

   f. toe grasp: Tickling the feet just below the toes causes the newborn to curl in the toes.

   g. palmary grasp (also called the *grasp reflex*): Placing an object in the infant's hand causes the child to grasp it.

   h. stepping reflex: Standing the infant upright with the feet touching a flat surface causes the child to make walking movements.

2. Naturally, you can't learn much about this program without actually seeing the materials or taking part in a workshop. The important thing for you at this point is simply to be aware that the problem of stressed children is perceived to be so severe that a program like this has been developed in the first place. The developers saw the program as necessary for the following reasons:

   - Today, families seem to have more stress in their lives than ever before.
   - Stressed children can suffer serious health, emotional, and learning difficulties.
   - Research shows that parents and their children can do something about this if they're aware of the problem and have been taught useful strategies to reduce stress in their lives.

   The program is intended to provide families with the training they need to deal with stress and reduce the stress-induced problems so many children seem to be experiencing these days.

3. Answers will vary depending on the children you worked with and their ages. Were you surprised at the differences you noted? Did you see real progress in the development of sounds and the beginnings of real speech?

4. Answers will be personal. Most students find this sort of project both enjoyable and educational. Hopefully, you had some fun researching your own first few years and writing an early autobiography. Were you surprised by anything you learned? From what you were able to discover, did you follow a fairly typical developmental path at this stage of your life?

Section 2: Activity 1

1. When Piaget performed the first experiment, the responses he observed supported his theory that children in the preoperational stage rely on perception rather than reason. Some children thought that the tall glass held more water because the water level was higher, while others selected the short, wide glass because they thought it looked fatter and so would hold more. Very few children answered that both glasses had the same amount of water even though they had seen that the same amount of water was poured into each container.

   When Piaget performed the second experiment, he had similar results. Most five- and six-year-old children believed that the new triangle was larger than the original square even though they had seen that the same amount of paper was used in each case. Six- and seven-year-olds who had experiences playing with blocks at an early age, however, were able to respond correctly, showing that learning experiences using concrete objects can be valuable in children's intellectual development.

   If you were able to try these experiments on children, did you get similar results?

2. Answers will vary. Here are a few ideas that would probably work well:

   - lots of hats, including, if possible, some specific to occupations—such as a police officer's hat, a firefighter's hat, or a chef's hat
   - adult clothing of all sorts, but particularly formal clothes, suits, and shoes
   - costumes of animals or imaginary heroes—anything to stir a child's imagination
   - pieces of fabric to wrap and tie in new designs
   - clothing from different cultures, such as kimonos, saris, and kilts

3. This wouldn't be a good idea, at least not according to Piaget's findings. Children of this age use perception, not abstract reasoning, in their thought processes. Therefore, concepts like multiplication and division would likely be beyond them. If you thought you had a particularly receptive child and were determined to try teaching a concept of this sort, you should definitely approach it by using concrete objects like blocks or apples.

4. Answers will vary. Most people who work with children agree with most of Piaget's findings, though naturally not everyone agrees with everything he had to say about children.

5. a. No doubt you feel it's obvious that the child who deliberately smashed one cup is more morally blameworthy than the child who accidentally broke 15 cups, even though the first child caused far less damage. The reason you feel this way is that you look at the child's motivation—his or her intentions—and make your judgement accordingly.

b. According to Piaget's theories and research, children under the age of ten years judge the moral goodness or evilness of an action by the quantity of the damage done. A child of six or seven years would likely see the smashing of 15 cups as morally worse than breaking one. If possible, test this theory out on a child this age and see what results you get.

6. Answers may vary somewhat, but most people your age and up would place themselves at Level 5 or 6—probably the latter. After all, we all like to believe that we make decisions on our own and are independent in our thinking. According to Kohlberg, however, many people never reach Level 3 at all, and fewer still attain Stage 6. There's more discussion of this in the suggested answer to the next question.

7. Answers will vary. As noted in the question, Kohlberg's research led him to believe that many (perhaps most) adults continue to make their moral decisions on the basis of rules and precepts handed down by their families, religions, and communities without ever seriously questioning them at all. The fact that most Canadians, for instance, accept certain ideas of right and wrong that may in some cases be very different from the ideas of people in other cultures and other parts of the world can be seen to show that we tend to accept the standards of our own communities.

   You may or may not agree with Kohlberg on this issue. Whatever your position, were you able to back it up with reasons?

8. a. Answers will vary. Did you explain your reasons for your position? On what did you base your answer? Your religious beliefs? Your personal code of ethics? A simple feeling of what is right or wrong?

   b. The following chart of sample responses should help you place yourself on the chart. Compare the reasoning typical of each stage with your own reasoning.

Level 1, Stage 1: "If he steals the drug, he might go to jail." (punishment)

Level 1, Stage 2: "He can steal the drug and save his wife, and he'll be with her when he gets out of jail." (consequences for the action)

Level 2, Stage 1: "People will understand if you steal the drug to save your wife, but they'll think you're cruel and a coward if you don't." (the effects of the act on social relationships and others' opinions)

Level 2, Stage 2: "It's the husband's duty to save his wife even if he feels guilty afterwards for stealing the drug." (law, duty, honour, and guilt)

Level 3, Stage 1: "The husband has a right to the drug even if he can't pay now. If the druggist won't charge it, then the government should look after it." (democratic laws, guarantee of individual rights, contracts)

Level 3, Stage 2: "Although it's legally wrong to steal, the husband would be morally wrong not to steal to save his wife. A life is more precious than laws and financial gain." (individual conscience)

9. Answers will vary somewhat, but the teacher could, perhaps, ask Naomi a few questions to try to get her to understand that Justine is a person just like her who has feelings, too. For instance, the teacher might ask Naomi "How do you think Justine felt when she found that her lunch money was gone? Would you like to feel that way?" Another question might be "Has anybody ever taken anything of yours, or have you ever lost anything? How did it make you feel?"

   Did you come up with any other ideas?

10. Answers will vary. Of course, it may be difficult from your perspective to step back and see what the great struggle of your stage of life really is. Most teens agree, however, that peer pressure is something they have to struggle with more than in the past. The good news is that if this struggle is dealt with successfully, problems of this sort disappear—or become much less important—later in life.

11. a. 6–11 years (industry vs. inferiority)
    b. birth to 18 months
    c. adolescence (identity vs. role confusion)
    d. 18 months to 3 years
    e. young adulthood (intimacy vs. isolation)
    f. three to six years

Section 2: Activity 2

1. Answers will vary. Here are a few ideas over and above those suggested just before the question:

   - touch: rocking, tickling, back-rubbing
   - sight: looking into the eyes, responding to expressions, playing peek-a-boo
   - sound: singing, reading
   - smell: having the baby become familiar with the smells of caregivers (perfume, after-shave, shampoo)
   - taste: allowing the baby to taste things and explore them with his or her mouth (for example, sucking on your fingers—after they've been washed, of course)

   You probably thought of other possibilities.

2. Answers will be personal. Most people who care for young children quickly become aware of their strong need for this sort of physical contact.

3. Answers will vary. Most expert researchers support the theory that you simply can't spoil newborn babies by responding to their needs. This changes as they become older, however, and caregivers must learn to balance children's need for security and predictability with the danger of spoiling them by gratifying all their immediate wants. It certainly is possible to spoil a toddler, but most parents and caregivers learn to walk the line between spoiling on the one side and creating insecurity on the other.

4. Infants may not grasp the meanings of words, but it's through early conversations and reading that their language capacity grows. The more language a young child hears, the more the parts of the brain responsible for speech and language will develop.

5. Answers will vary. Here are a few ideas to compare with your own:

   - asking questions about the story
   - pointing out things in pictures/asking questions about pictures
   - asking the child to predict what will happen next
   - repeating any rhymes and refrains
   - expressing your own ideas and predictions and allowing the child to respond

   Did you think of anything else?

6. Answers will vary. This may not be something you've ever thought about before, but every family naturally develops rituals of this sort. It can be something as simple as Mom or Dad having a cup of coffee after work or coming into the child's bedroom in the evening to kiss him or her good night—and perhaps reading a familiar story or repeating a little rhyme.

7. Answers will vary. Were you surprised at what you saw when you looked at children's games this way? Games teach all sorts of things, such as fair play, obeying rules, co-operation, and so on. And, of course, many games are based on what children see of adult behaviour. Games of this sort help them learn about the adult world, its roles, and its responsibilities.

8. a. Answers will be personal.

   b. Again, answers will be personal. These days, there's a lot more awareness in general about the effects of television watching on children. As well, shows have become more violent. For these reasons, as a generalization, it's probably safe to say that more families are setting rules about TV watching than was once the case. As a counterpoint to this, however, it's also true that more children than ever before are finding themselves alone at home with only the television set for company.

9. Answers will vary, but they should reflect the points listed under Guideline 7. You might, for instance, say something like this: "You know, Max, I think you're a nice boy, but sometimes the things you do hurt other people. When I saw you playing nicely with Angelina just now, that was wonderful; but then you got mad and hit her and took her stuffed toy. How do you think that made her feel? Do you like it when people treat you that way? You know, if the person you're playing with starts doing something you don't like, you should tell them instead of hitting them."

   In actual practice, it wouldn't be wise to throw all this at Max at once. Rather, these are the sorts of things you could say during a conversation with him.

10. Answers will vary. Almost everyone agrees that it's extremely important for children to have a well-developed sense of self-esteem. Believing in yourself and your abilities is a prerequisite for taking on more challenges and working hard to achieve success. On the other hand, critics feel that a genuine sense of accomplishment only comes when real effort is expended and a real challenge is overcome. Teachers and caregivers should, they maintain, reserve their praise for these situations alone.

    Others counter that many children get so much criticism in their lives and suffer so greatly from low self-esteem, that it's important to take every opportunity to help build up their self-confidence.

    Whichever position you took, did you defend it with reasons and an argument?

11. Answers will vary. The following is a list of features to look for. It's quite possible that you thought of other things equally important.

    - Are children allowed to wander aimlessly or are they expected to sit quietly for long periods of time?
    - Are they allowed to spend most of their time playing and working with other children and with materials?
    - Look to see if there is a variety of toys and art or other materials.
    - Are children busy doing different activities at different times with different children?
    - Do teachers work with individual children, small groups, and the whole group at different times during the day?
    - Is the classroom decorated with the children's own artwork, their own writing, or stories dictated to teachers by children?
    - Are there plants and animals and meaningful activities to provide the basis for learning activities?
    - Do children have long periods of time (at least one hour) to play and explore, or are they expected to work on worksheets?
    - Do children have an opportunity to play outside every day?
    - Do teachers read books to children indivdually or in small groups throughout the day, as well as at group story time?
    - Is curriculum adapted for children who are ahead as well as for those who need additional help?
    - Are children happy to attend or do they cry regularly or complain of feeling sick?

Section 2: Activity 3

1. a. As an active, athletic, male teenager, Joel probably needs the highest number of grain-product servings recommended, which would be about 12.

   b. As an adult woman, Therese definitely needs more servings than a child would, but given that she has a desk job and a relatively inactive lifestyle, she certainly wouldn't require the maximum. Probably about seven servings a day would be appropriate.

   c. According to the guide, an eight-year-old needs two to three servings of milk products a day—probably three since she's in the higher range of the four to nine years mentioned on the chart.

   d. As a child, Kenji would likely need only two daily servings of meat and meat alternative foods.

2. The problem with foods of this sort is that an infant can choke on them. Until a child has teeth and sufficient skill to chew and swallow foods of this sort, they should be avoided.

3. Answers will vary. When choosing snacks, try to pick items from all four food groups as much as possible. Offer a variety, and serve sweet snacks only with meals. Here are a few ideas of foods to use in preparing snacks:

   - **grain products:** bread, buns, breadsticks, crackers, pita bread, muffins, cereals (popcorn for older children)
   - **vegetables and fruit:** soft fresh fruit, unsweetened fruit juices, unsweetened canned or frozen fruit (raw vegetables and harder fruit for older children)
   - **milk products:** white milk, cheese, cottage cheese, yogurt
   - **meat and alternatives:** peanut butter, boiled eggs (nuts or seeds for older children)

4. Answers will vary. Most prepared, packaged snack foods are high in things like sugars, fats, and salt, as well as chemicals used to preserve the food and maintain freshness. If any of the following ingredients are among the first three listed on the packages you examined, the snack wouldn't make a good choice for a toddler's snack:

   - sucrose
   - glucose
   - dextrose
   - honey
   - corn syrup
   - hydrogenated vegetable oil
   - shortening
   - palm-kernel oil
   - coconut oil
   - lard
   - beef tallow

5. a. A child this age can use a cup, holding it with two hands. However, co-ordination is still a problem, and frequent accidents are to be expected. It's also typical of a child this age to watch for your reactions. If you suspect that the child is deliberately knocking the cup over, simply pick it up and place it out of reach. Give it back only on the understanding that it isn't to be deliberately dropped again.

   b. It's normal for a child this age to start eating less as growth slows down a bit, so probably the best thing to do is to accept this as normal. It would be wise, however, to check the amount of milk and juice the child is consuming. If you suspect that the problem is that the toddler is filling up on these drinks, substitute water in the bottle at least part of the time. Of course, if the appetite loss seems extreme, it would be a good idea to have a doctor examine the child.

   c. Children this age often insist on doing things themselves. This is how they learn, so the best thing is to be patient and let the child do things as well as he or she can. Do what you can to avoid too much wasted food, and help the child however you can, short of taking away the spoon and doing the feeding yourself.

   d. Again, it's normal for a child this age to go on eating jags. Probably the best thing is to humour the child for a while and content yourself that at least he or she is eating healthy amounts. But if the situation continues too long, and you become worried that the child isn't getting enough variety to provide necessary nutrients, it may be necessary to insist that he or she eat other foods (fruits and vegetables, for instance) at least some of the time.

6. Answers will vary. Here are a few ideas:

   - Talk with the child and explain that while food of this sort may look appealing, it probably isn't very healthy.
   - Talk with the child and explain that what you see on a television commercial isn't real life. Those children eating the cereal with big smiles are only actors.
   - Give the child options for healthier breakfast foods and have him or her help you find them in the store and select the ones to try.
   - Consider allowing the child to eat the advertised cereal for breakfast once in a while, but not on a daily basis.
   - Consider allowing the child small amounts of the cereal from time to time as a light snack, but not for breakfast.

   Perhaps a combination of these ideas would work best. Did you come up with any other strategies?

7. Since there are many possibilities for healthy breakfast menus, answers will vary. Here are three typical examples with which you can compare your own:

Menu A	Menu B	Menu C
• fruit juice • one egg • cheese slice • bagel • milk	• banana • rice cereal • toast with peanut butter • milk	• ring of pineapple • ham slice • English muffin • cheese slice • milk

8. How were your results? This is a healthy snack containing food from three food groups. It's also easy to prepare and has a certain amount of "kid appeal." It's quite possible, however, that a child used to sweeter foods wouldn't like it at first. It's necessary to get children adjusted to less sweet food before they can appreciate healthier snacks. This can often be done by preparing snacks like this one with sugar at first and then gradually reducing the sugar content each time you make it.

   When choosing snacks for children, remember the following points:

   - ease of preparation
   - relatively low sugar and fat content
   - ingredients from different food groups

Section 2: Activity 4

1. Answers will vary. Naturally, there are legal regulations that all daycares must follow to ensure, among other things, that minimum safety standards are met. Better daycares strive, however, to go beyond these minimum standards. A few points that students often mention in response to this question are that they would

   - make sure there is adequate supervision at all times by qualified, responsible personnel
   - maintain as high a staff/student ratio as possible and ensure that no staff members are overworked or under too much stress
   - make sure that all playground equipment is safe and in proper repair
   - make sure that there are no toys with small, hard pieces or that can be broken into small, hard pieces
   - keep the bathrooms clean and sanitized
   - have facilities in the bathrooms set up so that they're easily accessible by the children
   - have clear, easy-to-understand rules in place and enforce them
   - have adequate space for the children so that germs can't spread easily

- allow the children to play outside as much as the weather allows
- provide nutritious meals and snacks, cooked, served, and eaten in sanitary conditions
- have daily, regularly scheduled nap times
- monitor the children for infectious diseases and take appropriate action when one is discovered

Did you think of any other ideas?

2. a. Following is an immunization chart.

ROUTINE IMMUNIZATION SCHEDULE FOR INFANTS AND CHILDREN

Age at Vaccination	DPT	Polio	Hib[1]	MMR	Td[2]	HBV Series
2 months	x	x	x			
4 months	x	x	x			
6 months	x	(x)[3]	x			
12 months				x		
18 months	x	x	x			
4–6 years	x	x				
10–11 years (Grade 5)						x
14–16 years (Grade 9)		(x)[3]			x	

HBV	Hepatitis B Vaccine (recombinant)
DPT	Diphtheria, pertussis, and tetanus vaccine
Hib	Haemophilus b conjugate vaccine
MMR	Measles, mumps, and rubella vaccine
Td	Tetanus and diphtheria toxoid "adult type"

Of the sicknesses normally thought of as standard childhood diseases, immunization is now routinely given for the following:

- measles
- mumps
- rubella (German measles)
- pertussis (whooping cough)

A few generations back, diphtheria was also considered a common childhood disease.

b. Were you able to find your records? If you were, your parents or guardians are to be congratulated; all too frequently, immunization records are neglected and lost as children grow older.

c. Answers will vary. Because of immunization, many children today are escaping with little more than perhaps chicken pox and the usual round of colds, flus, and other common viruses and infections. You may wish to research why some parents do not agree with immunizing their children.

3. Answers will vary. Here are a few ideas that children should be taught:

- not to play on the street
- to "stop, look, and listen" before crossing any street
- not to run onto a street after a ball before checking for traffic
- not to run onto a street from between parked cars
- to cross streets at crosswalks
- to learn and obey traffic signals
- not to play behind cars in the driveway
- not to play with the controls when inside a car

Did you think of anything else?

4. Answers will vary. Compare your ideas with the ones that follow.

- choking:

  – Keep small objects and toys with small parts away from young children.
  – Keep plastic bags and balloons away from young children.
  – Don't feed very young children foods like grapes, peanuts, and hotdogs.
  – Keep ropes and cords (like those on window blinds) away from young children.
  – Stay with children while they eat and provide a quiet opportunity for them to eat while sitting down.
  – Chop food up into very small pieces.

- drowning:

  – Don't leave a young child alone in the bathtub. (Children can drown in as little as 5 cm of water.)
  – Never leave children unsupervised at the pool or beach.
  – Make sure children wear properly fitted and properly sized life jackets when in boats.
  – In winter, don't let children play near thin ice.

- poisoning:

  – Store household cleaners, solvents, and other chemicals out of the reach of children.
  – Keep medicines out of the reach of children.
  – Keep harmful products in their original containers, complete with labels giving instructions in case of ingestion (swallowing).
  – Keep poisonous plants out of children's reach.
  – Make sure all products given children to play with are non-toxic.

Did you think of any other ideas?

5. a. Many things can cause a child to stop taking in oxygen. Examples include plastic wrap, plastic bags, soft pillows, and soft mattresses.

   b. Outdoor clothing designed for cold weather frequently has cords to fasten hoods or tighten the waist. If these cords are left hanging loose, they can become caught in playground equipment and can end up strangling an unsupervised child.

6. a. Danger: Poison (The product can cause serious illness or death if swallowed or, in some cases, inhaled.)

   b. Danger: Flammable (The product or its fumes can easily ignite.)

   c. Danger: Explosive (The container may explode if heated or punctured.)

   d. Danger: Corrosive (The product can burn, corrode, or eat away materials exposed to it. If swallowed, it will burn the mouth, throat, and stomach.)

7. Not everyone can read or understand English. A symbol, on the other hand, can easily be understood by most people.

8. How did you do? If all of your answers were "Yes," then continue this level of poison protection by making sure whenever you or anyone in your home buys potentially harmful products, they have child-resistant closures and are kept out of sight and reach. Have the number of the Poison Control Centre near your telephone.

   All potentially harmful products should always be stored in their original containers because the labels often give first-aid information and the poison cannot be confused with anything else. Many children are poisoned by overdoses of simple household medications, such as Aspirin or iron pills. Store medicine carefully. Some poisonous plants to be aware of are azalea, some cacti, crocus, daisy, daffodil bulbs, dieffenbachia, eucalyptus, foxglove, holly berries, hyacinth, jack in the pulpit, jimson weed, larkspur, lily of the valley, mistletoe, monkshood, oleander, philodendron, and poison hemlock. Poinsettias are sometimes thought of as poisonous plants, but they only cause an irritation of the mouth or skin.

9. Answers will vary. Here's one student's list to compare with your own:

   - Don't run with a popsicle stick (or anything similar) in your mouth.
   - Never run into the street after a ball.
   - Always wear shoes outside.
   - Don't push or shove around playground equipment.
   - Don't walk in front of moving swings.
   - Wear a helmet when biking.
   - Don't walk or skate on thin ice.
   - Stay away from open pits or construction sites.

10. Again, answers will vary. Here are three typical ideas:

    - What if a man tells you that his cat just had kittens and if you'll get in his car, he'll take you to see them?

    - What if a woman you didn't know comes to the door and says your mother was in an accident and she'll take you to the hospital to see her?

- What if your mother and father will be home late and you're very hungry?
- What if someone calls on the phone and says you've won a prize and tells you where to go to get it?
- What if a stranger approaches you and asks you to help him find his puppy that has just run away?

Section 2: Follow-up Activities

Extra Help

1. a. Piaget b. Kohlberg c. Erikson d. Erikson e. Piaget f. Kohlberg

2. a. Answers will vary somewhat, but according to *Canada's Food Guide*, a typical five-year old might require the following:

   - five servings of grain products (for example, bread, cold or hot cereal, bagels, pasta)
   - five servings of fruits and vegetables (for example, bananas; oranges; fresh, frozen, or canned vegetables, juice)
   - two or three servings of milk products (for example, milk, cheese, or yogurt)
   - two servings of meat or alternatives (for example, red meat, poultry, fish, beans)

   b. A two-year-old might be expected to

   - eat less than before
   - chew food better than before, but still have some problems
   - have definite likes and dislikes and be very demanding
   - hold a cup with one hand (but rather precariously)
   - land spoonfuls more or less directly in his or her mouth
   - dawdle over food
   - insist on mealtime rituals and doing things "myself"

3. Answers will vary. Here are some ideas to compare with your own:

   - Store all poisons out of reach or in locked cabinets.
   - Store all firearms, knives, power tools, and other dangerous implements safely.
   - Move furniture where children can climb up on it away from windows.
   - Tie window blind cords so children can't get caught in them.
   - Remove all poisonous plants or place them up high.
   - Discard or store plastic bags where children can't reach them.
   - Place pet-food dishes where your young child can't sample their contents.
   - Cover sharp edges of pieces of furniture.
   - Securely fasten a screen in front of a fireplace.
   - Put loose change, candies, and other small objects out of reach.

   No doubt you thought of other equally good ideas.

4. a. The mother wanted the 21-day-old baby up and out of harm's way while she went outside to hang up the laundry, so she put him on the stove. The stove must have been left on, and the child burned to death.

   b. Answers will vary. Here are one student's ideas:

      - Why did you place the child on the stove of all places?
      - Did you check the burners on the stove?
      - Why didn't you take the baby and/or his brother with you outside to do the laundry?
      - Could you have hung up the laundry when the children were sleeping or another adult was home?

   c. Answers will vary. This is a terrible tragedy, and most people's instincts would be to feel very sorry for the mother. Nevertheless, placing a child that age on a stove and leaving him unattended in the house seems negligent. Still, looking after children is extremely demanding, exhausting work, and all it takes is one lapse of attention. This mother might have been an excellent caregiver who made only one fatal mistake.

      Whatever your position, were you able to explain your reasons?

Enrichment

1. a. Answers will vary. This is a complex question, and people's answers will tend to reflect their fundamental values and religious beliefs. On the one hand, the argument can be made that long before they understand logic and reason, children can be influenced to behave in acceptable ways by physical punishment. Since it's a parent's (or caregiver's or teacher's) responsibility to bring children up to be good citizens and contributing members of society, the argument is that these adults must have the right to use "reasonable" force if necessary.

      On the other side, the argument is that it should no longer be socially acceptable for anyone to inflict physical violence on another person except in self-defence. At one time, society believed that it was all right for husbands to beat their wives occasionally, but now this idea is abhorrent to most people. Children are far smaller and more helpless than wives, yet society still allows adults to spank them. This practice, the argument says, is a relic from a past, more barbaric age, and should no longer be acceptable or legally allowed.

   b. Answers will vary. The Canadian Teacher's Association opposes corporal (physical) punishment, but it fears that if Section 43 is repealed, teachers will no longer be able to physically remove unruly children and escort them to the principal's office.

   c. Answers will vary. If you were able to debate this issue, were you surprised at how heated the discussion became? People have very different views on this issue, and it seems to be one that brings out strong feelings.

2. to 4. There are no suggested answers for these activities, but if you were able to do any of them you should have found that you improved your research skills while increasing your knowledge and understanding of some of the issues discussed in this section.

Section 3: Activity 1

1. Answers will vary depending on your community. Here are a few of the sorts of things you might have mentioned:

   - day-care centres
   - family day-home programs
   - playschools and kindergartens
   - community-sponsored summer programs for children
   - community-sponsored educational and recreational activities for children
   - Family and Community Support Services
   - programs and leagues for team sports such as T-ball
   - dance/music instruction
   - skating instruction

   Did you think of other possibilities?

2. Answers will vary. Most people would think that any children's caregiver should be

   - patient
   - caring
   - trustworthy
   - responsible
   - efficient
   - imaginative
   - energetic and fun to be with
   - able to keep discipline
   - fond of children

3. Answers will vary. Here are a few ideas to compare with your own:

   - Not all caregivers will have received formal training.
   - Not all day-home operators will be willing to give children the attention they should have. Too often the television set becomes the principal child-minder.
   - Unlicensed homes won't be inspected and made to live up to minimum standards of safety and cleanliness.
   - There likely won't be the variety of toys and activities that a day-care centre, for instance, could supply.
   - In order to maximize their financial return, some day-home operators may be tempted to take more children than they really have the means or energy to properly care for.

   This isn't, of course, to say that day-homes can't work very well; all it means is that parents must do their homework to make sure that their children are in a good home and under the supervision of a caring, reliable, caregiver.

4. Charts will vary. Here's one student's list with which you can compare your own.

PROS AND CONS OF DAY-CARE CENTRES	
Pros	**Cons**
◦ trained staff ◦ many toys, crafts, and so on ◦ playground space and equipment ◦ lots of kids to play with ◦ good for social skills ◦ planned activities ◦ instructional activities ◦ some field trips ◦ governed by rules and regulations ◦ regularly inspected	◦ noise and numbers of children can be stressful for some kids ◦ good breeding ground for germs ◦ not a lot of individual attention ◦ some centres not as good as others

5. Answers will vary. Here are a few things you might have suggested that you'd like to observe:

- the cleanliness of the building and the grounds
- the degree to which toys, playground equipment, and routines are safe
- the orderliness of the daily routines
- the degree to which instructional activities are carried on
- the children's behaviour and their faces (Do they seem happy and relaxed?)
- the ratio of workers to children
- the noise level
- the opportunity for children to rest and just be quiet by themselves

There are, of course, many other things that you might have suggested.

6. Answers may vary somewhat, but what children should be taught to do in this situation is

- never inform the caller that they're alone
- if asked, say that their parent is taking a nap, having a shower, or for some other reason can't come to the phone
- ask if the caller would like to leave a message

7. Answers will vary. Compare your ideas with the following list of questions:

- How many children are there for each caregiver?
- What type of training do the caregivers have?
- Do the caregivers seem to be genuinely warm people and fond of children?
- Where do the children eat, sleep, and play?
- Do the children get to play outdoors?
- Are meals and snacks provided?
- Do the children seem happy?

- What books, toys, and play equipment are available?
- What arrangements must be made if children are ill?
- Are the premises clean? Do they appear safe?
- Are there many rules and routines?
- If you were a child, would you want to stay here?

Did you think of other questions? There are many more that you could ask.

8. Answers will vary depending on where you live. Most communities and neighbourhoods have day-care centres and family day-home programs. Programs of this sort register caregivers who then take children into their homes for care during the day. These homes are regulated and monitored. Naturally, over and above these organizations, private individuals make all sorts of personal arrangements for the care of their children.

9. Answers will vary depending on where you live. Here is one student's list from a town in central Alberta:

   - Crafts for Kids (ages 3 to 5: $8.00 per session)
   - Swimming lessons (age 6 months and up: $27.00 for 10 lessons)
   - Kindermusik (birth to 1½ years: $85.00 for 8 lessons)
   - Ballet lessons (age 3 and up: $75.00 for 10 lessons)
   - Minor hockey (age 6 and up: $142.00)
   - Canskate (age 4 and up: $79.00 for 16 classes)
   - Tae Kwon Do (age 6 and up: $50.00)
   - Soccer (age 5 and up: $50.00 for 8 weeks)
   - Guides Canada and Boy Scouts
   - Athletes' Gym Club (first walking to age 2: $35.00)
   - Speedskating (age 3 and up: $100.00)

   How does your community compare?

10. Answers will vary. If you were able to visit a class, no doubt you probably observed a great deal. In very general terms, some of the things you might have seen are

    - free play
    - small-group activities
    - large-group activities
    - snack times
    - outdoor play
    - learning centres
    - large-group story time
    - music time

11. Answers will vary depending on where you live. Here's one student's answer based on her community:

    - Family and Community Support Services
    - Children's Services
    - Association of Children with Learning Disabilities
    - Parent Advisory Council
    - Society against Family Violence
    - Kids Help-line
    - Big Brothers and Sisters
    - Child Abuse Hot-line
    - Block Parent program

    How does your own community compare?

Section 3: Activity 2

1. a. Everyone's chart will be personal. Naturally, a simple exercise like this can't do much more than get you started thinking about yourself, but the idea here is simply to do just that. If you'd like to dig deeper into this sort of personal analysis as it relates to career decision, there are a number of books on the market that help you do this, along with a variety of websites. Some of these books use the famous RIASEC system invented by Dr. John L. Holland, which delineates six basic personality types and allows you to focus on careers in areas suitable to your basic type.

       If you're interested in learning more, ask your librarian, check out a bookstore, or go online. But remember, matching personalities and careers is more art than science, so don't get carried away with this sort of thing; use it as one tool, not as the source of definitive answers to complex questions. Ultimately, you must be the one to decide on what you want to do with your life, not a popular psychologist or the author of a self-help book.

    b. Did you derive any benefit from consulting a friend or family member?

       Sometimes it can be a little embarrassing to approach people with requests like this, but it can be surprisingly helpful to get input from those who know you well when you start looking around for career possibilities.

2. Answers will vary. Here's one student's list with which you can compare your own:

    - day-care owner/operator
    - day-care worker
    - family day-home provider
    - playschool/preschool teacher
    - kindergarten teacher
    - elementary school teacher, primary grades
    - teacher's aide
    - professional nanny
    - after-school program supervisor/volunteer
    - community-health nurse
    - toy designer

- pediatrician
- coach for children's team sports
- dance/music teacher for young children
- nutritionist, specializing in children's diets
- volunteer on a child-support hot line
- volunteer in a variety of children's programs—crafts, reading, sports, and so on
- author/illustrator of children's books
- librarian specializing in children's books
- social worker
- foster-home operator
- child psychologist

Did you think of any other ideas?

3. Answers will vary. Did you supply your reasons? Do you think a career in this area would suit someone with your aptitudes, skills, interests, values, and goals?

4. Answers will vary. Here are a few ideas you might have thought of:

   - How long have you worked in this field?
   - What are your chief responsibilities in this job?
   - Describe some of the principal tasks you carry out during a typical day at work.
   - What aspects of your job do you like? What are its chief rewards?
   - What aspects don't you like?
   - What skills do you use each day on the job?
   - What education and training helped you get this job and aid you in doing the work involved?
   - What advancement prospects are there for a person entering this field today?
   - Do you spend extra hours on the job? If so, how often and how many?
   - How does this job fit in with your family's schedule?
   - Would you like to change jobs or advance with this one?
   - Could you describe a particularly memorable moment with this job?
   - How has this job changed over the last year? Over the last five years?
   - What changes do you foresee in this field over the next few years?
   - How has changing technology affected your job?
   - Would you recommend this job to young people entering the work force today?

Section 3: Follow-up Activities

Extra Help

1. a. This project is intended to bring preschool enrichment to young children who would probably otherwise miss out on such opportunities either because their families can't afford them or they live too far away from regular preschool facilities. The buses bring educational opportunities, constructive games, music activities, and stories to children along with parenting discussion groups for the adults.

b. Answers will vary, but it would be hard to find a reason not to take advantage of the program if your children were otherwise unlikely to have access to this sort of thing. Children get the chance to interact with other children, learn skills and knowledge they'll need in school, have fun—and have a nutritious snack as well. Parents, many of who would likely be just learning the ropes of bringing up children, can talk with other parents and specialists in early childhood education and listen to guest speakers talk about such things as nutrition and dental care.

c. Along with Mama Cow, there are

- the Transportation Cow, which transports children for the city's Head Start program and for non-profit day-care centres
- the Science and Technology Cow, which takes an inflatable planetarium to children along with instructors from the Edmonton Space and Science Centre
- the Early Living Cow, which, when up and running, will offer services like those of the Mama Cow but to younger children
- the Literacy Cow, which brings a story-telling program to preschoolers and encourage family reading

2. Answers will vary. Here are a few ideas you might have thought of:

- Do you already have any of the skills needed in this job?
- How is changing technology likely to affect work in this field?
- How would work in this area affect your family?
- What other career paths might lead off from this job?

Enrichment

There are no suggested answers for this activity, but if you did either or both of the questions, you should have increased your knowledge and/or understanding of the areas you researched while improving your job-hunting skills.

IMAGE CREDITS

Contents

EyeWire Collection/Getty Images;
PhotoDisc Collection/Getty Images;
PhotoDisc Collection/Getty Images

Page

3 EyeWire Collection/Getty Images
4 PhotoDisc Collection/Getty Images
5 **top:** PhotoDisc Collection/Getty Images
6 **top (both):** PhotoDisc Collection/Getty Images
8 **both:** PhotoDisc Collection/Getty Images
9 PhotoDisc Collection/Getty Images
10 RubberBall Productions/Getty Images
11 **bottom:** PhotoDisc Collection/Getty Images
13 RubberBall Productions/Getty Images
14 PhotoDisc Collection/Getty Images
15 **both:** EyeWire Collection/Getty Images
16 **top (both):** RubberBall Productions/Getty Images
bottom: PhotoDisc Collection/Getty Images
19 © 2002 www.clipart.com
20 PhotoDisc Collection/Getty Images
21 PhotoDisc Collection/Getty Images
22 EyeWire Collection/Getty Images
24 **both:** PhotoDisc Collection/Getty Images
26 EyeWire Collection/Getty Images
27 **both:** PhotoDisc Collection/Getty Images
31 PhotoDisc Collection/Getty Images
32 **both:** PhotoDisc Collection/Getty Images
35 PhotoDisc Collection/Getty Images
36 PhotoDisc Collection/Getty Images
38 EyeWire Collection/Getty Images
40 PhotoDisc Collection/Getty Images
42 PhotoDisc Collection/Getty Images
43 EyeWire Collection/Getty Images
45 PhotoDisc Collection/Getty Images
47 PhotoDisc Collection/Getty Images
48 PhotoDisc Collection/Getty Images
49 PhotoDisc Collection/Getty Images
53 Image Club ArtRoom/EyeWire Collection/Getty Images
54 EyeWire Collection/Getty Images
55 PhotoDisc Collection/Getty Images
56 EyeWire Collection/Getty Images
57 PhotoDisc Collection/Getty Images
59 EyeWire Collection/Getty Images
60 © 2002 www.clipart.com
62 **both:** PhotoDisc Collection/Getty Images
65 **both:** PhotoDisc Collection/Getty Images
66 PhotoDisc Collection/Getty Images
69 EyeWire Collection/Getty Images
71 PhotoDisc Collection/Getty Images
73 EyeWire Collection/Getty Images
75 PhotoDisc Collection/Getty Images
77 Gazelle Technologies
78 PhotoDisc Collection/Getty Images
79 EyeWire Collection/Getty Images
80 PhotoDisc Collection/Getty Images
81 **all:** PhotoDisc Collection/Getty Images
83 EyeWire Collection/Getty Images
84 PhotoDisc Collection/Getty Images
85 **both:** PhotoDisc Collection/Getty Images
86 EyeWire Collection/Getty Images
87 **top:** PhotoDisc Collection/Getty Images
middle: PhotoDisc Collection/Getty Images
bottom:© 2002 www.clipart.com
89 **top:** EyeWire Collection/Getty Images
bottom: PhotoDisc Collection/Getty Images
90 © 2002 www.clipart.com
92 **top:** © 2002 www.clipart.com
94 **both:** PhotoDisc Collection/Getty Images
95 EyeWire Collection/Getty Images
99 EyeWire Collection/Getty Images
106 PhotoDisc Collection/Getty Images
107 PhotoDisc Collection/Getty Images
108 PhotoDisc Collection/Getty Images
110 PhotoDisc Collection/Getty Images
111 **bottom:** PhotoDisc Collection/Getty Images
114 PhotoDisc Collection/Getty Images
117 PhotoDisc Collection/Getty Images
118 PhotoDisc Collection/Getty Images
119 PhotoDisc Collection/Getty Images
120 PhotoDisc Collection/Getty Images
122 PhotoDisc Collection/Getty Images
125 **top:** PhotoDisc Collection/Getty Images
bottom: © 2002 www.clipart.com

126 **both:** PhotoDisc Collection/ Getty Images
128 **both:** PhotoDisc Collection/ Getty Images
130 PhotoDisc Collection/Getty Images
135 PhotoDisc Collection/Getty Images
136 EyeWire Collection/Getty Images
138 EyeWire Collection/Getty Images
139 PhotoDisc Collection/Getty Images
140 EyeWire Collection/Getty Images